

PERSONAL

To mention examinations at this time of year is to be guilty of cliché. We are well into the panic season. A million people are taking CSE, O levels and A levels. Apart from the candidates, there are their parents and siblings, their teachers and those who will mark the scripts. The season lasts from now until well into September, as the results, and results of the results, are scanned and taken in.

Altogether a huge number of people are involved, for a considerable period of the year. And this year there are, notoriously, complications. On the one hand the whole system is up for review, by no means for the first time, but more publicly and more urgently than ever before. For another thing there is the teachers' strike, which, whatever its real effects, will have caused extra panic ahead, and more indignation and excuse-making afterwards.

As to this, I believe that the strike is a boon to examinees. If it is given continuing publicity then people applying for jobs or for places at university or colleges will have only to say that they took their examinations in 1984 to be the objects of sympathy and commiseration; and potential employers and tutors for admission will simply have to discount the results and try to make up their minds on other grounds. This may be good not only for this

years' candidates but for all future candidates as well, it may begin to make us acknowledge that the system is pointless.

It is unfortunate that plans for the reform of the system have come all together, Sir Keith, from whom the impetus for change increasingly derives, is nothing if not thorough. But the plans to replace O levels and CSEs have taken attention away from his plans for A level reform, and it is quite difficult to discuss one of these revolutions without getting sucked into the discussion of the other. I am convinced that O levels and CSEs should ultimately be declared redundant. But it is not they which at the moment concern me, I am more interested in A levels, if only because the universities are more directly and obviously involved in any reform at this level.

The introduction of AS levels, each to be worth half an A level, seems to me one of the most timid reforms, the most conservative revolutions, in the history of education. Ages ago I levels were suggested, if I remember rightly by the independent sector; and in those days comparisons were drawn with some earlier system, now lost in the mists of time, involving Higher Certificates and subsidiary subjects.

At the time of I levels, many quite good arguments were adduced to show that they wouldn't be acceptable either to the universities or to the sixth forms



Mary Warnock

of schools. It is time to bring these arguments out again, in simplified form. How can the proliferation of examinations make sense when the whole concept of the examination, in so far as it involves memory, essay-writing and the rehearsing of facts, is under fire? How can it be sensible to suggest that people take little bits of A levels, as well as whole chunks, when the major objections to the present system is that the A level itself is fit

only for a minority of 18-year-olds, and is not a good test of the abilities even of those comparatively few people who take it.

The trouble with A level is, and has always been, that it tries uselessly to combine the role of a school-leaving certificate with that of a qualification for further or higher education. Thus, on the one hand people have been supposed, in taking it, to show a reasonable and civilized knowledge of, say, sociology, literature or computer technology, to fit them for life in the great world, and, on the other hand to show that they are equipped with the basic knowledge and ability to go on to study some of these subjects, or others, at university. The uneasiness of this mixture would only be compounded if besides their main subjects they had to show "breadth" by taking a number of half-periods of history, half-plays by Racine, half-syllabuses in biology or chemistry or maths.

The truth is that the universities have exercised a wholly malevolent influence over the curriculum for the sixth form at school. Slowly, very slowly, it is beginning to be realized that only 20 per cent or so of sixth-formers will go on to higher education, but that the education of everyone over 16 is totally dictated by the demands of higher education.

In the old days, comparatively few people stayed on into the sixth form

unless they hoped to go on to further higher education. That may still be true, but more people would stay on, so, if they could continue to work for their graded tests, in as many different subjects as they wanted, both practical and theoretical.

But how then would the universities select people? And how would they be sure that those whom they accepted were properly prepared. In answer to the first question, I would like to ask another, and I would dearly love an answer to it. What is wrong with the American system, the Scholastic Aptitude Tests, or College Boards? For years we put up with the 11-plus examination as an aptitude test, and we have given it up for various excellent reasons. But might not the science of educational psychology be able to provide a better test to be administered nationally at the age of seventeen to those who wanted to continue their education? I would like to hear the arguments against this.

As to preparedness for university, I believe that if school education generally were better and less boring candidates would be better ready to embark on the next stage, even if they didn't know quite as many facts as they do now. Perhaps we could have a pilot year or two without A levels. If the teachers' strike goes on, the universities might call it a feasibility study.

DIARY

Dwelling on the red bits

To the Mermaid to watch the rehabilitation of Rudyard Kipling. The playwright, Brian Clark (*Who's Life is it Anyway?*), and Alec McCowen, who is on stage solo throughout, bring the old fellow to life most wonderfully and recreate the days of my dangerously chauvinist youth, when, under Kipling's influence, I would pore over the majestic cadences of his poetry. I was rather unclear as to what an "undefiled heritage" was, but extremely enthusiastic to build one.

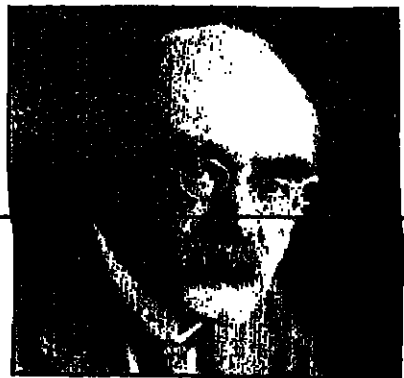
Kipling comes over as a crazy mixed-up kid, possibly chauvinist one minute, almost socialist the next, insisting he be remembered only by his books - to cover up the pain of an appalling unhappy personal life.

Brian Clark has had a good stab at making him politically acceptable; and Kipling certainly managed to run up an impressive number of left-wing Brownie points - he refused a heap of political honours, noticed nearly a century ago that Brits could run South Africa better than Bothas and Boers, and exoriated the upper classes ("flannelled fools at the wicket") for the deaths of the First World War.

With war fashionable again and D Day upon us, I suppose the atmosphere is now ripe for Kipling's full-scale re-beatification in the classroom. If that is to happen, I hope that those who write the syllabi and set the examination papers go to the Mermaid and appreciate his complicated make-up, before he is colonized in the media as a new cult figure of the Right.

Remember the rich

The late Lawrence Stenhouse, who ought to be a cult figure for all curriculum developers, came, posthumously and sadly up against the new monetarist values in higher education last month. Stenhouse, who died just under two years ago at the early age of



Rudyard Kipling: complicated



Alec McCowen: solo

56, tried to transform the teaching of the humanities in our schools. He rehabilitated teachers as first-line developers of a curriculum, which he saw as a process out of which values emerged, rather than (its Latin derivation) a little race to be run with a finishing post and achievements record at the end of it.

As with all inspired folk who get things profoundly right, he was attacked from both Left and Right in his lifetime - by Brian Thwaites in *Readers Digest* for left-wing indoctrination and by the teachers on the Schools Council for being soft on racism.

When he left the Schools Council, the University of East Anglia set up the Centre of Applied Educational Research as a base for him; now at last it is to be housed properly - in a new curriculum and resources centre, the only new university education building to be put up this decade.

It would never have been built without Lawrence Stenhouse's efforts and the School of Education wanted it named after him; the Vice Chancellor, however, has demurred. He puts Lawrence firmly in his place by recording his desire to "preserve a proper distinction between an association with the name of a major benefactor and with that of a former employee". He approves of UEA's Salisbury

If it's fun, tax it

Education today is assaulted by myriad outsiders, anxious to act as referee in areas where their credentials are weak. First we have Mr Justice Mair Jones' upstairs arbitrating the propriety of questions on moral philosophy during a lecture on Hume at the Polytechnic of North London; and now, worse still, we have the VATman deciding by administrative fiat the nature of "education".

A complicated set of guidelines on the VAT treatment of i.e.a.s. adult education has recently been circulated to colleges by the local authority organizations. The VATman has developed a number of "principles". Number one emerges as the age-old revenue precept - "if it's enjoyable, tax it". Thus, sport or aerobics or keeping fit or anything like that is always VATable for grown-ups (though not for children at school).

"Recreation" likewise. Beauty culture, flower arrangement, wine appreciation, yoga and gardening are all inexorably VATable, partly because of principle number one - they contain frivolity and enjoyment - but also because of principle number two - "you can't do them in school". (Really? Never yoga in any school?) Music, art and craft are a problem. Clearly they, too, are frivolous to the VATman - which officially describes them as "borderline". Rules subjects studied in schools (they are, according

to principle number two, *prima facie*, exempt). So the VATman invents principle number three. "Course schemes or syllabi must show a clear intention of progression in learning, aiming at the achievement of a defined standard or level of competence." Anyone who teaches music, art or craft knows that, especially with adults, this principle is the quickest way to eliminate any spark of creativity. Which, one can only assume, is the object of the exercise.

Nevertheless, adult education teachers have been warned - quell your professional principles, adopt those of the VATman and construct a suitable syllabus to show his tipstaff when he comes snooping round your class. What you do with the syllabus when he's gone, is another matter.

An even greater threat to the fabric of adult education is VAT principle number four. This states that if it's free or subsidized, it's probably true education and not VATable; but if the fees recover the cost of the course, then it's conducted for "profit", and must be VATable. (The public schools need not worry; although they recoup the full cost of the courses they purvey and many of their clients could afford the VAT, it is only adult provision that will be penalized.)

So rate-capping is calculated to draw into government coffers a double bonus - first it will force i.e.a.s. to put



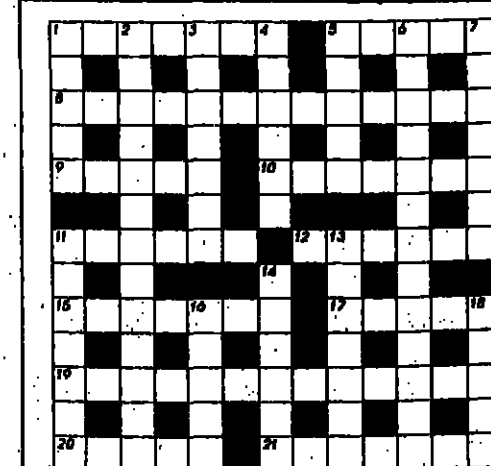
Yoga: too enjoyable

adult education fees up; and then it will pull in VAT because they've gone up far enough to cover the full cost. It looks like a deliberate policy to move from public provision the whole span of adult education.

Time was when such philistine machinations would have raised a howl of protest from local authorities and the adult education lobby. But so far we've hardly heard a squeak.

Christopher Price

No 155 CROSSWORD by Rufus



Across

- 1 Watches teachers marking correctly? (7)
- 5 To many the three wise men are incredible (5)
- 8 Religious split? (6, 2, 5)
- 9 Acquires a twisted share (5)
- 10 In a giddy go! it may be musically excited? (7)
- 11 A division of the church (6)

Down

- 2 Furniture catalogue? (8)
- 3 Put the cards up and get ready for action? (5)
- 4 Pardon and penance? (7)
- 5 Fill on an advertising catch-phrase (4)
- 6 Plain clothes expert in Moulton law? (5)
- 7 Get in to obtain a confession (4, 9)
- 8 In such a group, cash, too, is involved? (5)
- 11 It's designed and built on open container? (4, 6)
- 13 Exclude a possible cause of faulty measurement? (8)
- 14 Public school headmaster by Ronald? (6)
- 15 Groups of men? (5)
- 16 It's up to the Church to get its share? (5)

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THE TIMES

Educational Supplement

FRIDAY JUNE 29 1984 NUMBER 3548

FIRST PUBLISHED 1910 PRICE 50p

Software for schools plan vetoed

A Government plan to give schools money to buy computer software has been vetoed by the Treasury.

The Department of Trade and Industry was planning to issue the money as an extension to its Micros in Schools scheme. Officially talks are still going on, but it is known that the plan has been ditched.

This is because the Treasury has been taking a closer look at departmental spending on education and has decided

not to allocate the money. The decision may herald a marked slowing down in the Micros in Schools scheme which has set a fast pace in bringing British schools up-to-date with technology.

Another casualty may be the special schools scheme which was announced six months ago but for which money may not be allocated until the next financial year.

The administration of the software scheme had proved difficult. Numerous

versions had been discussed during the last year: at one time money was to be allocated to schools who had been issued with a list of DTI-approved software companies.

It is thought that the latest version would have allowed i.e.a.s. an almost free hand to spend a certain amount on software.

Carolyn O'Grady

SDP backs 'no strike' deal for teachers' pay

by Richard Garner

Leaders of the Social Democratic Party are pressing for teachers to give up the right to strike over pay in exchange for new negotiating procedures.

These would link pay rises to those in other professions. The plan - floated in public for the first time last week by Mr John Cartwright, the party's Parliamentary education spokesman - has been agreed among senior educationists in the party although yet to be submitted to its policy-making body, the Council for Social Democracy.

Previously such a move has only been put forward by the Professional Association of Teachers, whose members have already renounced the right to strike. It was frowned upon by other teachers' organizations.

Mr Cartwright said: "There must be a permanent system of settling teachers' pay which removes the threat of industrial action."

"The starting point for such a system must be the satisfactory conclusion of the separate negotiations aimed at restructuring teachers' salaries in exchange for their agreement on their duties and responsibilities."

One i.e.a.s. has already introduced cuts in spending on the assumption that teachers will receive at least 4.5 per cent extra in their pay packets - and warned that teachers' jobs will disappear if the final award is any higher.

East Sussex County Council has warned that an extra £80,000 will have to be cut for every percentage point above 4.5 per cent in the eventual pay award.

Ms Pat Hawkes, secretary of the East Sussex branch of the National Union of Teachers, said: "If we get a decent settlement, it seems they will cut jobs and there will be an immediate strike in East Sussex."

In Bexley the Conservative-controlled council, is planning a freeze on all teaching appointments until the size of the arbitration award is known. The move means 35 existing vacancies will remain unfilled.

Pay round-up page 5

West Indian under-achievement now blamed on lifestyle

Swann report: late change in draft sparks row

by Diane Spencer

A major row over the reasons why West Indians do badly at school is brewing in the Swann Committee - now in the final stages of producing its long-awaited report on ethnic minority children.

A last-minute change to a draft of the report - believed to have been made by the committee chairman, Lord Swann - puts the blame for West Indian under-achievement mainly on home background and lifestyle. The large number of one-parent families are cited as an example.

This is a distinctly different emphasis from an earlier draft, and indeed under its then-chairman Mr Anthony Rampton, which placed the blame for under-achievement more on racism than on home background.

Some of the 21 members of the committee now feel that the changes, made without the committee's con-

sent, undermine that 1981 interim report. The interim report also pointed to teacher attitudes towards West Indians as a significant factor in their underachievement.

The 900-page Swann report intends to set the tone for education for the next decade. It will recommend that every school should have a copy.

The report will not recommend any major legislative changes, though it will try to change attitudes and is said to contain an indictment of Government policy on race over the past 10 years.

It will reject the idea of separate schools for Muslims, though it will urge the setting up of more single sex schools for the Muslim community.

It will also lend its weight to mother tongue teaching, though it will not go so far as to say that this should be available as of right to all children who desire it.

The latest controversy over West Indian under-achievement will delay the publication of the report yet again. It had originally been hoped to publish last summer, then this summer. Now it may not be published until November.

Committee members were meeting yesterday.

The reasons for West Indian children's poor performance at school has always caused controversy. Last year pressure from black groups persuaded the committee to drop a research project on factors contributing to achievement and under-achievement of black children to have been carried out by Dr Peter Morison of the ILEA.

By critics said the research was designed to concentrate too heavily on home circumstances and not enough on schools and teacher attitudes.



Roskell euphonium player Alastair Taylor gives a blast of victory after winning the Scottish Society of Composers' first competition for school pupil music writers. Rhythmic Reflections for Piano was the title of the piece that clinched the win for 16-year-old Alastair of Eborack High School, Hamilton. The society will also be giving a performance of Alastair's piece. Picture: Ian Southern

Warning over CDT courses

by Hilary Wilce

Schools which are trying to encourage girls into their existing Technology and Craft Design and Technology course could be wasting their time.

Only by making fundamental changes to both course content and approach are girls more likely to show an interest, according to new research. The research underlines earlier findings that girls and boys have deeply differing attitudes towards technology, with girls far more suspicious of the effects of technology and far less interested in technological careers.

It also throws a question mark over such current initiatives as the Women Into Science and Engineering year, WISE '84, which puts a heavy emphasis on pushing career opportunities for girls in science and technology.

The new findings come from the Girls and Technology Education project, which has been running at Chelsea College, London University, since September 1981. As a result the project recommends three basic changes to teaching in this area. These are:

● The school technology curriculum must be broadened out beyond the traditional (and traditionally "male") areas of dilute civil, electrical and mechanical engineering to include new technologies in the fields of medicine, agriculture, food and pollution control.

● Courses should put as much emphasis on examining the social and moral aspects of technology as on developing knowledge and process skills.

● Courses should put as much emphasis on the personal as on the abstract.

Too secretive

L.C.s are said to be too secretive with parents.

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Platform

Anne Sofer fears that the Green Paper on parental involvement is a kite flying too high.

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The result of The TES Engineering Essay Competition.

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EXTRA

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THIS WEEK

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NEED DIARY AND
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16-plus

Biddy Passmore on the background to the 16-plus decision.

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Changes are ahead for early reading schemes (picture).

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Sex bias

Hilary Wilce on sex discrimination in schools.

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The two children sit at the farm

They want to help at the farm. They like to work there.



Chickens coming home to roost

The ineptness with which the Burnham Committee has conducted its business of late – and the breakdown of confidence between the negotiators – had led to suspicions that the employers might attach unreasonable strings to their arbitration offer. Fortunately, these suspicions proved groundless and having earlier agreed to arbitration on customary terms for the further education teachers, the employers went on, last Friday, to do the same for teachers in primary and secondary schools. The unions have responded by calling off their action – something they should certainly have done as soon as the employers hoisted the white flag – and the remainder of the summer term should pass in relative peace.

Three questions now arise: first, what assessment should be made of the sorry course of events of the past three months? Second, what will emerge from the arbitration and how will it be paid for? Third, what are the prospects for the coming year?

First, then, what is the judgement on the strike? It is clear that the teachers have won. All along they made it clear that they would accept arbitration, and arbitration is what they have got because they successfully convinced a majority of local authorities that this was reasonable. It is equally clear that the negotiations broke down because they were bungled by the management panel – that between them, the leading representatives of the Department of Education and Science and the local authorities held back their offer and missed the moment when 4.5 per cent might have been enough to gain acceptance by the teachers. Once that moment had been passed, there was no way of recapturing it; grassroot opinion among the teachers was strongly roused – "Trade union leaders often claim their members are 'angry' and 'frustrated'". On this occasion there is little doubt that those overworked words correctly described the emotions in many school staffrooms. From all over the country there have been reports showing the depth of the teachers' indignation and their resentment at the way they have been treated.

The breakdown of the negotiations has simply allowed the underlying discontent of teachers about their salaries to come out in a succession of acts which, while they have stopped schools from functioning and caused children to be sent home, have also damaged the teachers themselves, by spoiling

their own work. Why has there been this upsurge of militant action? For two reasons: first, because teachers' pay levels have been eroded in each of the past three years – not only against the Houghton yardstick by which teachers would naturally expect to measure their treatment, but also against the retail price index. Second, because Sir Keith Joseph has consistently rubbed the teachers up the wrong way and given them every reason to suppose that this erosion of their pay reflects his appraisal of their worth.

It is clear that Sir Keith's attempt at Sheffield to make his peace with the teachers – by acknowledging his failure to appreciate the difficult nature of their task – came too late, and failed to carry conviction. He has continued to harp on questions of how to dismiss the duds, and extend his broadsides to take in heads, on whom the full weight of the teachers action has fallen in recent weeks. His recent attempts to justify the low salaries paid to teachers by reference to the market, urging those who don't like what they are paid to take their labour elsewhere, strike a particularly sour note with teachers who are struggling against the odds – and against his strictures – to keep a distinctly groggy show on the road.

Sir Keith would be deceiving himself if he failed to recognize that behind this dispute about pay is also the frustration of teachers called upon to work in deteriorating conditions, short of books, short of teaching materials, with first hand knowledge of the shortcomings and deficiencies chronicled, year by year, by HMI. He needs the teachers to pull his chestnuts from the fire; but instead of acknowledging the nation's debt to them, all he can offer is a puerile lesson in market economics.

The arbitrators now have to put a figure on the pay award. It is conceivable (though most unlikely) that they will reaffirm the 4.5 per cent already offered and rejected. The teachers would like them to plump for something more like the 7.5 per cent won by the nurses. The most likely outcome must be something of the order of 5 to 5.5 per cent. The authorities will plead poverty and Sir Keith will repeat that the Government won't increase the Rate Support Grant, but the arbitrators will have to give the teachers something for their trouble. One per cent of the teachers' salary bill is of the order of £40m, spread across 104 local education authorities, some of whom

had already budgeted for more than 4.5 per cent. The I.e.s.s. will find the money but only by attempting to make savings elsewhere at the expense of teaching, posts and school supplies. This, in turn, will precipitate more friction between the teachers and their employers which will adversely affect the schools.

So, what about next year's prospect? The forecast can only be: stormy. Time is running out for the restructuring negotiations; it begins to look unlikely that a deal can be stitched together for 1985. Even if a new structure could be agreed, the actual money terms of the offer would, in the teachers' eyes, have to include some payment on account in respect of their claim to restore Houghton levels. The gap between what the teachers want and what the authorities (with Government sanction) can offer is very wide indeed.

But even if restructuring is simply put off for more negotiations, the next round of Burnham will certainly see the teachers demanding a substantial increase, and having tasted success this year, they will not be fobbed off with 3 per cent or whatever. It looks remarkably like another stand-off, with still more bitterness and another raw deal for the unfortunate pupils, especially those whose preparation for the summer exams is hindered. No less serious will be the effect of any sustained period of disruption on the work which Sir Keith expects schools to do on the new examinations. The curriculum development will fall on the schools over the next two years. Who will do it, if there are no extra resources?

The seriousness of the situation calls for statesmanship of a higher order – from Sir Keith, or his successor if there is to be an autumn reshuffle; from the teachers' leaders and from those of the I.e.s.s. There is a grave danger that expectations will be raised which cannot, in the nature of things, be satisfied. It is in circumstances like those, when things begin to go badly wrong, that the resilience of the partnership of shared responsibility is put to the test. Unfortunately, this same partnership has been deliberately undermined by the Secretary of State. The chickens of the new-style DES and a thoroughly demoralized set of local authorities are now coming home to roost.

COMMENT

So far, so good

The chief – and right – reaction to the news that we are, at long last, to have a common exam at 16-plus has been a huge sigh of relief.

Lone dissidents may have preferred the present chaos to continue, hoping that it would lead to the complete disappearance of a 16-plus exam. But if they hoped that they would be deluding themselves, Public dissatisfaction with the present system has been growing but it is nowhere near the point where radical change such as the abandonment of external exams at 16-plus would have been acceptable.

Parliamentary opponents found it hard to find holes to pick in a scheme whose main thrust is so widely supported. They concentrated their attack on the proposed distinction for candidates with high grades over a spread of subjects – but this seems a fairly reasonable recognition of success, defined in terms which already command general assent.

The great thing is that Sir Keith has had the courage to reject Tory mutterings and go for a common certificate, designed for all secondary pupils. It isn't difficult, however, to see where Sir Keith's system needs further development. Keeping the O level boards as separate entities is an anomaly that should be dispensed with in due course. And criterion-referencing will be difficult enough to achieve without insisting on seven grades, which is far too many, as experienced in Scotland with the Munro and Dun-

ning reforms. Sir Keith has made it clear, in his letter to the GCE and CSE boards' Joint Council, that he does not intend the new system to match the old, with the new Grade F being the equivalent of the CSE grade 4. It would, however, have helped to convince the public, and to have given average children a worthwhile-sounding goal, if he had started with fewer grades in the first place.

Eventually, too, the convenient fiction that O level standards can and should remain unchanged must be cracked, if practical elements in the curriculum are to be given higher status. More practical science and technology would mean that some theory would have to be dropped from crowded physics syllabuses. If oral fluency is crucial in modern languages, time will have to be spent on it at the expense of something else.

The crucial thing, in the next, and inevitably exhausting, couple of years, is for professionals to keep their targets clear. Both Sir Keith and the Secondary Examination Council are in favour of a significant element of teacher-assessment in the new courses; that intention must be translated into reality.

Criterion-referencing only makes sense if the final certificate shows a pupil's attainment measured against the different criteria within a subject, and not simply as an aggregate grade. It won't be easy as, again, the Scottish experience has shown, to design a manageable certificate that shows the full range of a candidate's achievements – but it is an essential priority. If the new system is to make sense to pupils and employers,



Both the SEC nationally, and local authorities, must make sure that schools do not use the excuse of differentiated papers within subjects to separate pupils early on in a two-year course. If the selection of grade targets is not delayed at least into the fifth year, the potential benefits of the new system will be lost.

Many teachers would agree with the Hargreaves report on London secondary education that the traditional two-year haul of the exam syllabuses is too long for many pupils, who would benefit from modular courses offering shorter-term goals and rewards. Ways should be found of experimenting with modular options within the new criteria and methods of assessment. The logic of criterion-referencing points clearly in the direction of graded tests, at least as an alternative to a 16-plus which assumes (if it does not require) an age-related exam.

With so many details of the new system unclear, how is the time to get in and fight for these priorities. The

SEC has so far proved knowledgeable and open-minded. Sir Keith characteristically speaks with many voices, but he genuinely believes that his new system is the start of radical change, and is always open to well-argued persuasion. It's up to the professionals to help convince the public of the merits of real reform, and work round the initial limitations.

Whose aims?

The Inspectors' reports on three South London youth clubs (page 10) are of special interest in view of the statement on the future of the youth service which is expected shortly from Sir Keith Joseph.

The HMIs identified "a lack of policy and particularly a lack of clear, and generally understood aims and objectives" as the root of the shortcomings to which they drew attention. What is, perhaps, surprising is that they supposed such objectives could have been set out in the context of Brixton and its environs in a form which could, at one and the same time, enjoy the approval of the local people, the ILEA, and the Secretary of State.

It may well be that the rather limited forms of recreational activity which characterised much of the youth work observed by HMI were the only available alternative to the subversive activities favoured by left wing activists in the locality and in the ILEA, and the forms of social control which are preferred by a Conservative government in an area where uneasy ethnic relationships are sharpened by very high unemployment. Certainly, clear aims and objectives – but whose?

Second opinion

An open letter to Sir Keith...

Dear Sir Keith, As a mature entrant into the teaching profession, I wish to bring to your attention some circumstances and views are similar and typical of many mature students. In the 1960s and early 1970s, the Department of Education and Science was very actively recruiting young people into teaching. We were told that we would bring a different perspective into the profession because of our "life experience", and would be of benefit to our pupils, the staff room.

The prospects of rapid personal job security and a good pension highlighted as inducements to compensation for the relatively starting salary. Now, a little over a decade later, the situation has radically changed. We are quite literally stuck with our salary scales (usually 1/20th of the way up) and no prospect of further progression. Furthermore, we are facing the possibility of enforced redundancy or redundancy.

During the time that all this occurred, our post-Houghton pay, which had steadily fallen to well below of comparable professions, has now fallen to a level where we are asked to provide a little immediate relief to the DES?

On Friday, June 8, when I started to make these points to you, only to answer you would give, I was told that, if I was not satisfied, I should leave the profession and train.

Before my three years of 16-plus training, I had undertaken a part-time study. Since completing full-time course, I have spent the last four years of study in my own time, obtaining a degree. I have also obtained several courses in my own time to improve my expertise. Am I seriously suggesting that all this effort and financial investment should go to waste?

I do not want to leave teaching. I am committed to it and enjoy what I do. However, if I took your advice, could you please answer a few questions? If I, at 28, am teaching:

- 1 What would I re-train to do?
- 2 Who would support me, and my family, while I re-train?
- 3 Who would employ me when I re-trained?

Frankly, Sir Keith, I put your sign and re-train "answer on your door" Mr Tebbitt's "on your door" comment since both show a complete lack of the realities of the situation and lack of sympathy for those who are affected.

I will not be taking your advice while I do not wish to be a mature disruptive, I regret that I cannot be so until such a time as you, your department, treat mature teachers in particular, and teachers in general, with more consideration.

Roger Bruton is a *Scale 2 English teacher at Chadley Heath Comprehensive School, Dudley.*

...no comment

"Dear Teacher, Jennifer will not be at school for the next two weeks as she is going on holiday. I hope this does not interfere with your plans for the action, or exams or anything."

Pits strike: Whitehall cash sought for extra benefits

by Mike Durham

Education authorities in mining areas are to appeal to the Government for help with huge extra costs on free school meals and clothing grants, caused by the miners' strike.

Many I.e.s.s. already hard-pressed, fear the unexpected financial burden will drive them further into grant penury and could make them candidates for rate-capping next year. The Association of Metropolitan Authorities, representing five northern coalfield I.e.s.s., is to put their case to ministers including Mr Patrick Jenkin, Environment Secretary, on July 19. The I.e.s.s. have incurred the extra costs because of their duty to provide free meals and clothing grants to children of low-income families. The children of striking miners qualify for the benefits.

Some I.e.s.s., including Wakefield and St Helens, have widened their criteria for free meals, and most authorities are to continue the meals for miners' children during the school holidays.

By the end of the school term, Wakefield, in the heart of the North Yorkshire coalfield, reckons it will have spent an extra £339,000 on edu-

tional welfare. The council is spending £25,000 a week on meals alone.

It is providing an extra 10,000 free meals a day and says it has a statutory duty to help miners' children with grants for clothing, educational visits, travel, and examination and tuition fees in further education.

But the borough is already 1.8 per cent over the Government's spending target and officers fear that, after penalties, the final cost to the ratepayers could be more than £1 million.

This month, Sir Jack Smart, the council's chief executive, asked the council's meeting of the Consultative Council on Local Government Finance to ask for the costs to be exempted from Government spending targets. The minister has not replied.

Mr Gerald Brookman, chief financial officer, said: "This will take us further into penalty and could lead to a reduction in the rate support grant through no fault of our own."

"We are asking for similar treatment on this issue to the help the Government is giving towards the policing costs of the miners' strike."

Mr John Pearson, education chairman, said: "It's all building up to a very frightening prospect. We could lose up

to £1 million in lost grant.

"The money has to come from somewhere. It can't come from the education budget unless we are in the business of making vast new cuts."

Other authorities affected are St Helens, which has spent nearly £30,000 so far, Barnsley (£109,000), Doncaster (£200,000) and Rotherham. County councils include Durham, which has spent £90,000, Gwent (£235,000), Mid-Glamorgan, Leicestershire, Staffordshire, Nottinghamshire and Kent.

The Association of Metropolitan Authorities is to raise the issue at next month's meeting of the Consultative Council on Local Government Finance, at which Treasury, Environment Department and local authority representatives are to hammer out the details of next year's rate support grant. Sir Keith Joseph, Education Secretary, is expected to be present.

About 80 schools in the Inner London Education Authority shut on Wednesday as a result of strike action in support of the miners' dispute by school caretakers belonging to the National Union of Public Employees.



More than a million people took to the streets of Paris on Sunday to protest against private school reforms being proposed by M. Mitterrand's socialist Government. This latest and largest protest in the long-running school reform saga, was organised by Catholic teachers and parents and took seven hours to pass through the Place de la Bastille. The French Government is attempting to bring the large private sector under increased State control.

DoE figures confirm race bias in jobs

by Biddy Passmore

Clear evidence of racial discrimination against non-whites with the same level of qualification as whites is provided by new Government figures this week.

An analysis in the latest *Department of Employment Gazette* finds that blacks in Britain are twice as likely to be unemployed as whites and that only a small part of this difference is attributable to factors such as level of qualifications or age distribution in a particular ethnic group.

The article, which is based on data from the 1981 Labour Force Survey, breaks down unemployment rates for specific ethnic groups: whites, West Indians, Asians and others. It finds that whites always fare best, with young West Indian men faring worst and Asians (Indian, Pakistani, Bangladeshi) almost as badly off.

Differences for those with the same level of qualification are particularly striking. Only 9 per cent of white men with O level are unemployed, compared with 25 per cent of West Indian men and 18 per cent of Asians. For other non-white men, (Chinese, African, Arab or other) the figure is 19 per cent.

The figures are similar for women. At the level of CSE and "other qualifications", the unemployment rate for West Indian men soars to 42 per cent, compared with 15 per cent for Asian men and 13 per cent for other

non-white and white men. But West Indian women fare better than Asian women at this level, with unemployment rates of 20 per cent and 29 per cent respectively.

Among those with ONC/OND, City and Guilds or A level, unemployment seems to strike Asian men and West Indian women hardest.

The generally lower level of qualifications among non-white groups is clearly shown in the report. More than half (55 per cent) of West Indian men have no qualifications at all, compared with 18 per cent of white men. Only 1 per cent of West Indian men have degrees, compared with 14 per cent of Asians and 10 per cent of whites.

An important factor in the difference in the overall unemployment rates of the various ethnic groups is age distribution. Non-white groups have relatively more young where unemployment is highest, and fewer old people. But the age effect accounts for no more than one tenth of the difference, the article says, and in one case (Asian men) allowing for the effect of age actually increases the unemployment rate.

Unemployment and Ethnic Origin, Employment Gazette, June 1984, HMSO £2.75.

Strike threat over fixed contracts

Teachers in Ealing, west London are threatening strike action next term if their colleagues on fixed-term contracts do not have their jobs renewed.

If it goes ahead, the strike would be the first time the National Union of Teachers has put its policy of treating non-renewal of fixed-term contracts as compulsory redundancies into effect.

Leaders of the NUT met representatives of the Conservative-controlled Ealing Council to discuss the fate of 224 teachers in the borough on "unacceptable" fixed-term contracts on Tuesday – and warned that there would be strike action if all of those who wanted to continue working for the authority were not offered employment.

The union has told all of its members on fixed-term contracts to write to the authority – sending the union a copy of the letter – if they want their jobs renewed.

At Tuesday's meeting the authority told the NUT it hoped jobs could be provided for all of the 224 who want to retain employment. Both sides have agreed to meet again next Tuesday.

The union considers the use of fixed-term contracts acceptable for maternity leave and short-term vacancies but does not believe they should be used to help authorities introduce education cuts or combat falling rolls.

Radice backs wider base for education committee

by Mark Jackson

Labour's shadow education secretary, Mr Giles Radice, agreed this week to press for education groups to be better represented on the party's new education committee.

Only the party's MPs and its national executive are represented as of right on the committee, which met for the first time on Tuesday.

The committee's 12 members were expected to co-opt three more to represent the Association of Metropolitan Authorities' Labour group, the National Organization of Labour Students, and the Socialist Education Association. The SEA alone had three seats on the old committee.

Mr Radice is also to press for the SEA to be directly represented on the local government committee, which has only one seat for all Labour's

affiliated societies. Mr Graham Lane, the association's general secretary, said this week: "The committee will have to spend a good deal of its time dealing with educational expenditure and related matters and it ought to have the services of people who are directly involved in education."

Mr Radice told the SEA's annual conference in Newport, Monmouthshire at the weekend that Labour's parliamentary education team is planning to use it as a think tank in working out the new policies that were needed.

"We have had a pause in policy making since the election but now it is time to get down to making sure our education policies are right. I believe that education can be a winner for us at the next election," he said.

Arms expert for DES

An arms expert from the Ministry of Defence is to take over as head of the schools organization branch at the DES next month.

Mr Brian Norbury, 46, currently under-secretary in the Ordnance Department at Defence, will succeed Mr Nicholas Stuart, who is to become Accountant General (chief financial officer) at the DES. Mr Stuart, who is

41, has been head of Schools Branch I since 1980 and has been particularly involved with the Rayner inquiry into Her Majesty's Inspectorate of school vouchers, plans for the Inner London Education Authority and Liverpool. The present Accountant General, Mr Richard Jameson (53), is to become head of the Local Government Group at the Treasury.

Union snubs Hoggart's farewell

Members of the National Association of Teachers in Further and Higher Education, at Goldsmiths' College, south-east London, are boycotting the reception next Tuesday which marks the retirement of the Warden, Dr Richard Hoggart.

They are protesting about proposals to make compulsory redundancies which could affect about four full-time and many part-time staff. The union has been in dispute with the college since May over these proposals which result from a major target imposed by the Department of Education and Science.



Colin Humphrey

Solihull chief in driving ban

Mr Colin Humphrey, Director of Education at Solihull, has been banned from driving for three years, fined £250 and ordered to pay £33 costs after admitting failing to provide a breath specimen at Solihull police station on Sunday, May 20.

Coverity magistrates were told he had two previous drink-driving convictions.

Mr Robert Meacham, leader of Solihull Council, confirmed that an internal disciplinary hearing had been conducted into the case and that Mr Humphrey would be continuing in his job.

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The Green Paper on parental involvement is a substantial improvement on existing practice, Anne Sofe argues, but it tries to fly too high and contains a number of worrying design faults.

There is a funny side to Sir Keith's new Green Paper on parental involvement in schools. Two funny sides in fact.

On the one hand there is the "parent-participation" lobby - non-political, of course, but generally Centre-to-Left in its active membership and very much its own home territory - watching open-mouthed in astonishment as Sir Keith flies his parents' kite high over their heads to soar into the stratosphere. "Hey, no, not that far!" we cry faintly, anxious mothers all, from down on the ground. "We never asked for so much."

And on the other are the right-wing "parents-as-consumers" education voucher enthusiasts whose main rallying cry has been the widening of choice, and whose not-so-hidden agenda has been the breaking of the monopoly powers of the local authorities and teachers' unions.

Sir Keith was once of their party but has moved on: convinced quite quickly of the impracticability of the voucher system, and then of the expense of the modified Kent proposals, he has nonetheless clung doggedly to the idea that parents need more control over the whole operation. But the way he has given it them is hardly going to be seen as an answer to the voucher lobby's real aims.

"Damned fool," they must be grumbling privately, "sold out to the ruddy corporate state: parents will be no good as regulators of the market once they get thoroughly stitched into the system."

The consequences of the reform, if carried out, might turn out to be pretty funny too. Does Sir Keith realize that governing bodies composed largely of parents are going to give Conservative authorities a very much rougher ride than the present politically-appointed ones do? On issues of staffing, money for books, and upkeep of premises they are not going to react lamely to talk of the need for economies and cash limits and rate-capping. Parent governors, even though they pay rates and may even vote Conservative, tend not to be the

sort of people who are active members of ratepayers' associations.

So I am enjoying the comic side of it all - even if it is partly at my own expense - and I have to admit that the proposals are an improvement on what we have at present. If there has to be a dominant voice on governing bodies, far better it should be parents' than politicians'. (Also, a nasty little voice at the back of my mind says that it serves the I.e.s. and the more reactionary of the teachers' leaders right for having resisted the more balanced Taylor proposals all these years.)

Nonetheless, having had a good laugh, I must join the chorus of those who claim that Sir Keith has gone too far. There is no good reason for allowing any one interest to dominate governing bodies. "Partnership" is a word that has a somewhat wistful and dated feel about it, but I, for one, am intending to hang on to it until it comes back into fashion. It expresses something fundamental about the relationship necessary for the best possible education of children. Teachers and parents must feel on equal terms with each other and the balance in their representation on the governing body is a symbol of that.

There is the further criticism that the predominance of parent governors, and the importance Sir Keith (rightly in my view) attaches to keeping the governing body at a reasonable size, has had the unfortunate result of squeezing out other important part-

ners: non-teaching staff, already included in many articles of government, and - as yet rarer, but quite as important - student governors in those institutions where many are old enough to vote.

The removal of the power to co-opt also seems unduly restrictive. I am against the setting up of statutory positions for "both sides of industry" or "representatives of higher education", but it is self-evident that potentially valuable contributors who do not fit neatly into the categories of parent, teacher or political appointee will be lost to the governing body if they are not allowed to co-opt.

There seems to be in Sir Keith's mind what amounts to an obsession to make sure the "lay" easily outnumber the "professionals". Is it fanciful of me to see his hand in what must surely be the most bizarre proposal in the whole document, where arithmetic finally defeats common sense? In those cases (very few) where more than one school is under the same governing body, heads are to be given the appropriate fraction of a vote. Heads, who have always fought for the right to opt in or out of membership of governing bodies will, I imagine, regard this second-class citizenship as worse than either situation.

It is the changes in composition that have attracted most attention since the publication of the Green Paper, but in fact this section is the smaller part of

the document. The rest is described in the DES press release as "defining clearly and increasing the functions of governing bodies."

Whether it succeeds in doing so is open to doubt. I have been present on more than one occasion in recent weeks when highly knowledgeable people have sat round scratching their heads in puzzlement as to what the new wording actually implies. Is it more power or less? We have carried on like Talmudic scholars exemplifying and comparing for hours and reached no firm conclusion.

Take, for example, the issue of the curriculum. The 1944 Education Act gave to the local education authority the "right to settle the general educational character of the school and its place in the local system"; to the governors "general direction of the conduct and curriculum of the school" and to the head "control of the internal organization, management and discipline." The 1984 Green Paper gives to the I.e.s. "responsibility for formulating and implementing the curricular policy for its area"; to the governors the "duty to determine the school's curricular statement"; and to the head "responsibility for the organization and delivery of the curriculum". Who gains or loses by that re-statement?

When it comes to the gloss that is added to these principles, interpretations diverge. The I.e.s.'s responsibility - says the Green Paper - "would amount to a duty to keep itself informed about the curriculum and organization of its schools, with a view to using that knowledge in exercising its functions as the provider of resources for each school" and the employer of the school's staff. Oh, ho, I said, that means that the I.e.s.'s powers are to be limited to keeping itself informed and distributing resources efficiently. No scope for directives about anti-sexist teaching materials or abolishing streaming there. On the contrary, said a colleague from a very different sort of authority, who was more powerful than

I.e.s. It is given complete authority to distribute resources in accordance with centrally-made curricular policy. So which is right? Or is it a question of both? More power to teachers on the grounds of financial sense but less on ideology?

The tone of the document is curiously anti-I.e.s. "In particular," it says disapprovingly, "I.e.s.s. have in many cases secured for themselves in articles a general power to override other duties and functions assigned under the articles. The exercise of this power effectively reduces the governing body to a cipher." But, interestingly, it was this very clause in the William Tyndale affair (the clearer exposition of powers and duties than any of these glib DES documents) said should have been invoked to prevent the disasters that occurred in that school. And when I consider the detail, the Green Paper looks a fair amount of over-riding in the teeth of the I.e.s., more perhaps than even of them have at present the appearance of redeployment staff on 50 governors' heads and the management of suspended children against governors' wishes are two obvious examples.

So, if you do struggle through to the end, you will find that the job has been given way to a sense of exasperation. There are so many obscurities and unanswered questions. Why, for instance, are there to be those odd changes in regard to voluntary aided schools? Who wants them? And why seriously, can the paper keep saying that the considerable extra educational resources can be found by redeploying resources from elsewhere?

But nuggets buried in it there certainly are. I like the idea of the meeting of parents at which the board's report is presented, and which the parents can pass resolutions on. I can see the pens of Ted Wigg and Maurice Flinch weaving wickedly at such a situation, but the serious potential nonetheless. It will be one day see every meeting crowded and unmanageable and controversial, one of the points in the school community - as some of the American school board meetings are said to be. Perhaps, if we work at it, we can do so.

Anne Sofe is chairman of the Schools Education Policy Group. She is a member of the I.E.A. and a former chairman of its schools sub-committee. From 1972 to 1975 she was secretary of the National Association of Schoolmasters' Union.

Pay truce may prove to be temporary, warns moderate

by Richard Garner

The truce in schools following the decision to take this year's teachers' pay claim to arbitration could be only temporary, according to the leader of one of the country's most moderate teachers' unions.

The decision last Friday to refer the claim to arbitration without any strings attached now heralds the six most hectic and important weeks of teachers' pay negotiations since the Clegg Commission inquiry in 1979.

By the time the arbitrators announce their findings on this year's pay claim, probably in August, both local authorities and teachers will know just how near they are on agreeing a package for the restructuring of teachers' salaries.

Nick Doreen Jones, president of the 90,000-strong Assistant Masters and Mistresses Association, urged the local authorities in future negotiations to pay heed to the frustration of teachers.

"If the management side on structure displays the same coyness towards teachers that they have done in this year's pay negotiations, then all we will have seen so far is a rehearsal for next year and a rehearsal for the following year and a rehearsal for the year after that," she said.

Structure talks between the two sides resume in joint session in the second week of July - but no-one is confident that agreement on a new package will be reached in time for next year's pay negotiations.

Mr David Hart, general secretary of the National Association of Head Teachers, said he believed last week's agreement to go to arbitration on this year's claim might make it easier to make progress in the structure talks.

Mr Peter Smith, deputy general secretary of AMMA, said he believed the time had come for both sides to consider staged introduction of a new structure for the profession.

Until now, the management has fought shy of that idea on the grounds that they need to present a complete package to Sir Keith Joseph, the Education Secretary, who can present it to his Cabinet colleagues for funding.

An essential element of the package would have to be agreement on assessment - not only for teachers completing their probationary periods but throughout the profession.

Meanwhile, the three-strong arbitration team will be getting to work on this year's pay negotiations. The decision to go to unfettered arbitration took less than an hour to achieve once



Doreen Jones: further battles

the two sides resumed negotiations in the Burnham committee, the teachers' pay bargaining body, after eight weeks of hostilities. Teachers' leaders immediately called off strike action planned for this week.

Both made it clear that industrial action would resume if there was any attempt by the government to overrule the findings of the arbitration hearing.

Under the Remuneration of Teachers Act 1965, Sir Keith Joseph, the Education Secretary, can set aside an arbitration award if he can convince both Houses of Parliament that it is in the national economic interest.

Immediately after Friday's agreement was made known, Sir Keith repeated his opposition to arbitration and confirmed there would be no extra government finance available to hard-pressed local education authorities to help them meet the cost of any award.

Mr Philip Merridale, leader of the management side during pay negotiations said teachers' strike action, "has caused the management panel to make a choice between two evils."

Mr Doug McAvoy, deputy general secretary of the NUT and leader of the teachers' side during negotiations, said the decision was a "major success".

A ban on goodwill and voluntary duties was still continuing this week in some areas as a result of action taken against teachers during the eight weeks of industrial action.

The National Association of Schoolmasters' Union of Women teachers said that its members in three areas - Inner London, Northamptonshire and at Howbury Grange school in Bexley - wanted to continue the ban on goodwill and lunchtime supervision.

The night they couldn't get in... or out

Demonstrating members of the National Union of Teachers became involved in an acrimonious "lock-out" last week. But for once it was not their employers who locked them out - but their own union's national executive.

The demonstrators, members of the Inner London Teachers' Association, gathered outside the union's London headquarters, Hamilton House, last Wednesday evening to lobby executive members arriving for a meeting on the Burnham pay talks.

But when the ILTA members, who had planned to hold their own meeting in Hamilton House, tried to enter the building the front door slammed shut.

As a result, the NUT's homebound staff were trapped in the building. And after two hours the demonstrators - 350 according to the ILTA general secretary Richard Riese - 50 according to NUT general secretary Fred Jarvis - had to be dispersed by the police.

Mr Riese later said that the ILTA had hired a hall in Hamilton House and accused the union leadership of "paranoia" in refusing to let them into the building.

He said that some demonstrators had closed the outer door, saying "we'll let people out, if you let us in" but added: "The instruction from inside was that on no account should the ILTA be allowed into the building."

However, he added it would have been possible for staff to have left the building if the union leadership had not "chained up the inner door, breaking fire regulations".

Mr Jarvis said it had been made perfectly plain to Mr Riese that the hall letting had not been agreed for the ILTA.

"In view of our past experience with some of the ILTA members, it was decided to operate the security system to prevent them from forcing their way in and disrupting our meeting."

Mr Riese replied: "For a union to behave like that is deplorable. So their meeting might have been disrupted? It would only have taken us a few minutes to put our points across if they had agreed to meet us."

Unconvinced

Teachers remain to be convinced of the value of assessment and self-evaluation, says an editorial in the Secondary Education Journal, published today by the National Union of Teachers.

The editorial says that I.e.s.s. and the DES would like to see self-evaluation and assessment practices becoming a permanent feature of maintained schooling.

HMI concern over computers use

By Hilary Wilce

Very few secondary schools have yet thought seriously about how to use computers across the curriculum. As a result, specialist computer studies departments are growing up, usually staffed by maths teachers, and used mainly by the more senior, more able pupils.

This is a main conclusion of an HMI survey carried out last year in the context of new technology in 35 secondary schools in Wales. The schools were selected for their above average interest in computer technology, but the inspectors were clearly unhappy about the trends they saw in computer use in schools.

In many cases, things had started off on a less than sound footing. The inspectors lamented the shortage in the early stages of the government's Microelectronics in Education Programme of sound educational programs in the use of computers.

arrived before accommodation had been suitably adapted for its use and as a result many schools have computers sited in place inaccessible to most pupils.

The numbers of computers in schools varies widely, from three to 27, the survey found, with six being a typical number. The main reason for schools having a higher number is greater financial help from parent associations and the local authority.

The inspectors warn of the need, as computer numbers grow in schools, for both a planned and controlled dispersal of computers through different departments, and also the development of a general resource area available to the whole school.

The inspectors were also worried by how few teachers knew anything about computers. Only a tenth of teachers had attended in-service courses at even the simplest level of familiarization. However, they found that some teachers had a high level of self-taught

expertise, and say they saw some encouraging use of computers by enthusiastic and gifted pupils.

"Some of the best use of computers involves pupils in generating alternative courses of action to solve problems; forming and testing hypotheses; creating and using data bases; simulations; impact of changing variables within, for example, science, economics, geography and mathematics; and capitalising on the graphic display potential of some computers."

The inspectors found that the best progress is being made where the local authority has provided in-service training and brought teachers together to evaluate the proliferating range of programs.

Computers in Learning - a survey of current provision and practice in a selection of Welsh secondary schools by HMI inspectors. Available from the Education Department, Welsh Office, Cathays Park, Cardiff CF10 3UN.

Moral values sadly neglected in too many schools, says Minister

Dunn calls for 'renewal' in RE

by David Lister

A call to strengthen religious education in schools, which goes well beyond stated Government policy to date, has been made by Mr Bob Dunn, the Minister responsible for schools.

Mr Dunn is urging that children should have more religious education and that it should continue "at least" up to the age of 16.

In a speech to a Conservative meeting in his Dartford, Kent constituency, he said there was a need for a "total renewal in the field of RE". As well as urging more RE for older children, he called for "properly worked out courses of depth and academic rigour and vigour; more in-service training for teachers willing to take on RE; more encouragement for candidates for initial teacher training to specialise in RE."

He told the meeting: "Religious Education and the development of moral values has been sadly neglected in far too many schools."

"The place of the family, that essential unit of our society, needs putting back on the pedestal of our esteem where it belongs."

The minister added that RE in all schools for all children, was much more than legal duty placed upon schools by the 1944 Education Act. It was a moral duty and an essential part of every child's education.

"RE is far too often the poor relation

on the school timetable. There is insufficient time given to it, insufficient thought and depth given to the subject. Insufficient importance accorded to it", he said.

There were too few teachers properly qualified to teach RE, and far too few candidates offering themselves as teachers of RE. And this, according to the minister, was not surprising.

"In too many schools, RE stops altogether for most children at the fourth form. From the age of 13 or 14 many, many children have no RE at all. Little wonder therefore that some of those children, when they themselves become teachers, probably very good teachers in mathematics or English or whatever is their chosen subject, those teachers shy away from attempting RE, let alone specialising in it," he said.

Teachers had no confidence in the subject, they may well be confused even within their own lives as to the meaning of religion."

He added: "The development of moral values is also a much neglected area of the curriculum, and it too needs careful reappraisal and renewal. For most of us those moral values are anchored in our religious belief, and for most, though not all of us, that religious belief is Christianity, and Christian values."

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EUROPEAN SCHOOL TOURS?

KEEP LOOKING..

School days

Last week's announcement of a single 16-plus system could mean not only the end of the O level-CSE division but the start of an "exam for all". Biddy Passmore explains why and looks at the background to the decision.

Putting the sheep and goats back together again



O level: for top 20 per cent.

"New school exams that almost anyone can pass are to be introduced for 16-year-olds... the *Daily Express* trumpeted last week.

The tone was, no doubt, meant to be scathing, but an exam that almost anyone can pass is precisely what Sir Keith Joseph, the Education Secretary, wants. "The proportion of the population for whom the new examination is proposed is 100 per cent," he told MPs last week. "The proportion of people who will achieve graded results within it depends... on how they perform."

He enlarged upon this theme at a press conference after his Commons statement. All the present exams showed, he said, was whether a pupil was among the better 20 per cent of performers (O level) or the better 60 per cent (including CSE).

"They in no way reflect what he can

or can't do," he continued, "and what's the point in a child struggling if he knows he is not one of the golden 20 per cent who can get an O level?" The new system, with grades clearly defined in relation to certain skills and knowledge, would be "more intelligible, therefore more motivating".

Much of this, of course, was simply a repetition of what Sir Keith said in his historic speech at Sheffield earlier this year. But it is crucial to the new single 16-plus system. It is true that the changes outlined at Sheffield - broadly, the move from relative to something more like absolute standards - would have been important without his decision to merge O level and CSE. But his decision to merge them could not have been taken without the Sheffield reforms. He would not have been satisfied that a single system could maintain and

raise standards without the certainty that the grades of the new system would be tied to clearly defined goals. Grade-related criteria, to use the jargon, were the breakthrough.

Moreover, one of his chief complaints about earlier joint 16-plus proposals - that they catered for only the top 60 per cent of the ability range, leaving the rest with no motivation - was overcome as soon as he had the prospect of a system in which everyone could aim at success.

The other guarantee of quality he needed before agreeing to a merger was acceptance by the exam boards of the need for different papers or questions in each subject for different ranges of ability. He finally won the exam boards' assurance on this point in March this year.



CSE studies: for the next 40 per cent

Teachers will be much more involved

Classroom teachers will play a much more active role in the new exams which are to start in 1988. They could be assessing as much as one quarter of the exam in some subjects, and for pupils at all levels of ability.

Sir Keith Joseph, the Education Secretary, wants the General Certificate of Secondary Education to test understanding and practical ability to a far greater extent than O levels and CSE. (Conservative die-hards may not have noticed that he has referred dismissively to the skill O level tests as "the orderly recall of facts".) He wants, for instance, more laboratory tests in science and more oral tests in languages.

The joint council of GCE and CSE boards has been taken back to find its proposals for national criteria in some subjects returned by Sir Keith with the question: "Why only 10 per cent teacher assessment? Why not 25-30 per cent?"

As Dr Peter Andrews, joint chairman of the joint council, remarked this week: "On this, he's being exceptionally liberal and forward-thinking, more so, it seems, than some GCE boards who would prefer to stick to their written papers."

More "oral-based" assessment means, by general agreement, more in-service training, and Sir Keith expressed last week "a strong desire to find more resources, if they can be found," for that purpose.

But Mr John Ramsden, secretary of the East Midlands CSE board and joint secretary to the joint council of exam boards, pointed out that most schools already had a core of teachers skilled in assessment on which they could build. "It's not the new thing some people make out," he said.

The degree of school-based assessment in each subject is one of the two main issues still to be thrashed out between the exam boards and the Secondary Examinations Council in discussions on national criteria. The

other is differentiation: different papers or questions to suit different ranges of ability.

The exam boards' statement in March that they recognized the need for some form of differentiation (but not necessarily alternative papers) in each subject was one of the key factors influencing the Education Secretary's decision to go ahead with the merger. No statement, they were given to understand, no merger.

In some subjects - notably maths, physics, chemistry and languages - there is little argument about the need to provide a choice of papers: probably one common paper with the choice of a difficult paper, to obtain the highest grades, or an easier paper.

But in biology and the humanities, such as history and English, "stepped" questions will be more common. These become progressively more difficult, so that less able candidates answer only the first parts. Alternatively, questions could be put in such a way that the differentiation comes in candidates' responses: they would get more

marks if they gave a more detailed or imaginative answer.

It is not clear if this latter approach, favoured by the boards in English and history, would win the approval of either the SEC or the Education Secretary.

Since all candidates will study a common syllabus, it is argued that schools will be able to "sort out" those pupils going for the harder papers or questions at a much later stage than is now possible with O levels and CSE - perhaps not until weeks before the exam.

What is not yet clear is how irrevocable candidates' choices of papers or questions will be. If they take only easier papers but answer them exceptionally well, will they still be able to get a higher grade? And what result will poor answers in the harder papers produce?

While the SEC and exam boards negotiate revised versions of the national criteria, work will start on possibly the most far-reaching change of all to the exam system: the development of grade-related criteria.



Sir Keith Joseph: wants more than just an "orderly recall of facts".

Countdown to the 16-plus decision

al criteria in every subject to apply to all new exams.

1981: June: composition of five new groups of exam boards finalized. October: first drafts of criteria published. 1982: March: New Secretary of State (Sir Keith Joseph) said single 16-plus would only proceed if he was satisfied with national criteria. DES discussion document said exam boards must promise Education Secretary that new system would maintain standards of present system. October: French, history and physics criteria sent to schools.

1983: Jan 1: final date for submission of criteria to the SEC. 1000 of remaining

criteria in 16 subjects. August: Sir Keith wrote to new Secondary Examinations Council asking its advice on feasibility of single system by end of year and promising to announce decision by "end of second quarter" of 1984. December: SEC said single system "educationally feasible and desirable."

1984: June 20: Sir Keith announced decision to merge O level and CSE into single system. He writes to exam boards inviting them to confirm support for national criteria incorporating differentiated papers or questions for each subject and grade-related criteria, as developed: setting out proposed

timetable. July/August: Sir Keith and Welsh Secretary to comment on outstanding draft subject-specific criteria. September: SEC working parties start work on grade-related criteria for 10 subjects: English, mathematics, French, Welsh, history, geography, CDT, physics, biology and chemistry. December: revised versions of national criteria submitted to Secretary of State.

1985: January: Secretaries of State publish national criteria. July/August: SEC publishes proposals for grade-related criteria for first 10 subjects. 1986: May: Last date for new proposals based on national criteria to be published incorporating grade-related criteria for first 10 subjects. Autumn: GCSE courses begin. 1987: May/June and winter: new level, CSE and joint 16-plus exams. 1988: May/June: first GCSE examinations.

Sir Keith's road to a merger

It is not surprising there were rumours that the Education Secretary was going to reject a merger only days before he announced it was to go ahead.

There was a strong right-wing lobby - both on the Tory back benches and outside Parliament - fighting hard to keep O levels and it is also quite clear that Sir Keith did not finally decide until a very few weeks ago. Even when he had, his stance at meetings with the exam boards and others was still to sit there and say "convince me".

There was, perhaps, a touch of the intellectual's desire to tease. Having set himself a deadline - the end of the second quarter of 1984 - he was going to stick to it.

When he arrived at the Department of Education in the autumn of 1981, he had no strong views on the possibility of a merger between O level and CSE. But he soon became anxious about the preparations for a single system which his predecessor, Mark Carls, had set in train. He considered that the lack of safeguards, particularly on meeting the needs of different abilities, presented a real threat to standards. His policy, he decided, would be to look at the national criteria before making up his mind whether to get rid of O levels.

Meanwhile, work had begun on changes in the exam system which were to make his decision to merge O level and CSE both easier and less important. Sir Keith came to believe, backed up by evidence from France and Germany, that the key to unlocking pupils' abilities and raising standards was to change the way in which exams were set and marked.

His decision to move from relative to something more like absolute standards, announced in Sheffield in January, was taken up by the Secondary Examinations Council, who agreed to develop "grade-related criteria".

By now it was clear that the general move towards harmonization of the two exam systems was becoming irresistible. Exam boards, impatient with government delays, were jumping the gun and setting up their own joint exams based on the new national criteria. The new grade-related criteria would, when introduced, lead to much greater harmonization of content and standards between the two sets of syllabuses.

The final decision, then, was not between a rigid dual system and a merger but between harmonization and a merger. And, as Stuart Sexton,



Mark Carls (left) and Wilfred Cockcroft

Sir Keith's adviser, wrote last week in a brief for back-benchers: "The more these developments were explored, the more it became apparent that even the expressions 'harmonization' and 'single system' became a matter of semantics."

Not entirely semantics, however. Sir Wilfred Cockcroft, chairman of the Secondary Examinations Council, repeatedly pleaded for a single grading system and a single certificate and the exam boards made it plain that any

thing less might mean their withdrawal from the whole Government exercise to concentrate on the development of their own joint exams.

Sir Keith decided, therefore, to go for a merger. But he insisted on inserting his own "ingredients" into the package to guarantee standards. His statement last week differed from Mark Carls's of 1980 in four important respects:

- A much tougher line on differentiation, with different papers or questions in each subject;
- The incorporation of grade-related criteria as soon as possible;
- Distinctive attention to the top three grades of the certificate;
- The introduction of "distinction certificates".

That was the package he put to his Cabinet colleagues two weeks ago and to which he secured their final agreement at a meeting last Monday evening. (One of its strongest supporters, it is said, was Mr Norman Tebbit, the Trade and Industry Secretary.) He then broke his own deadline by 10 days.

Key features of the new system

- Courses start in 1986, first exams in 1988.
- A single system, not a single examination; common syllabuses but different papers or questions for different ranges of ability.
- Syllabuses based on national criteria in each subject, giving more emphasis to skills and practical work.
- Grade-related criteria (specifying skills and knowledge expected for award of each grade) to be incorporated as soon as possible.
- Single seven-point grading system, A-G. Grades A to C "at least as high" as corresponding O level grades and shown distinctly on certificate.
- System to be run by five examining groups - four for England, one for Wales - from which schools will be free to choose.

Unions and employers lay down welcome mat

Nearly the whole of the educational world greeted Sir Keith's announcement with a large sigh of relief.

The Secondary Heads Association, the Girls' Schools Association and the Headmasters' Conference, welcomed his decision wholeheartedly. The two systems had "imposed great restrictions and pressures on candidates, and especially in a time of falling rolls, in the organization of the teaching of the fourth and fifth years," they said in a joint statement.

Both the National Union of Teachers and the National Association of Head Teachers were warm in their initial praise - but the NAHT then issued a more cautious statement raising doubts about achieving genuine unification with different exam papers.

The Standing Conference of Tertiary and Sixth Form College Principals welcomed the change but wanted the Education Secretary now to develop a new exam at 17-plus to avoid GCSE results.

Employers, too, were delighted, with both the Confederation of British Industry and the Engineering Employers' Federation giving strong support to the new system.

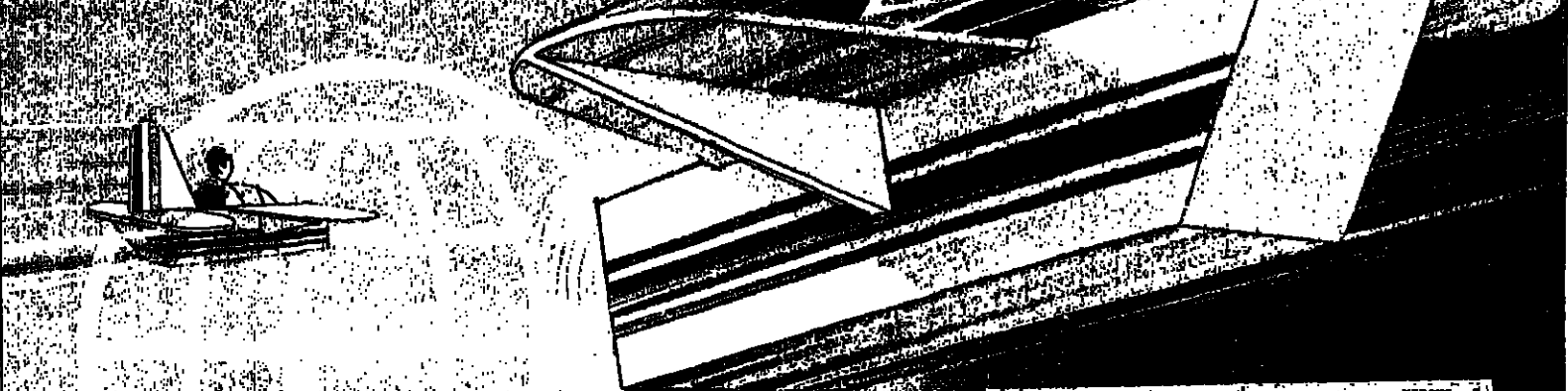
Even Lord Beloff, one of the stoutest defenders of O levels, said in the Lords that Sir Keith's statement went a long way to meet the anxieties expressed about earlier merger proposals.

But Mrs Anne Sofer, an SDP education spokeswoman, writing in *The Times*, said the reform had been overtaken by events such as the development of graded tests, and the age of 16 was becoming less and less significant. The proposed "distinction certificate" would only deepen the academic/vocational split, she added.



Lord Beloff

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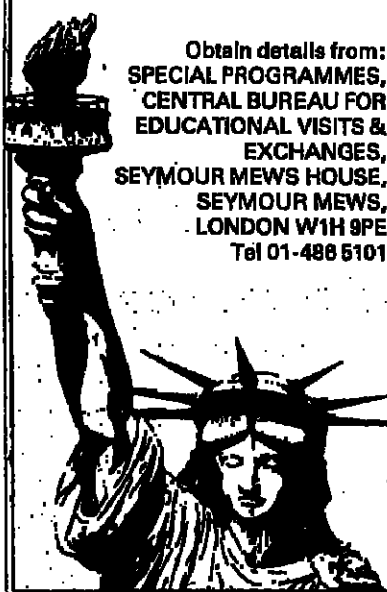
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NEWS

New ideas for primary schools of the future

by Sarah Bayliss

Systems for supporting small primary schools must be explored and developed over the next decade to guarantee a broad curriculum for all pupils, a Commons inquiry has been told.

Mr Geoffrey Elmore, chief HMI for primary education, told the Commons Select Committee inquiry into primary schooling he expected some small rural schools to survive into the future and they would need additional curriculum support. This could be provided by travelling teams of specialist teachers, he said.

"We know of two-teacher schools which by any measure are superb places, but we also know places where there are gaps and weaknesses."

It was the "vulnerability" of small schools which concerned the Inspectorate. For instance it was more serious to have a weak teacher in a small school than in a large school where colleagues could help out and cover. Mr Robert Key, Conservative MP for Salisbury who has two daughters at a village school, said parents often fought to keep their village schools but at the same time were "torn in two" because they wanted to ensure that pupils had a modern and relevant curriculum.

Earlier Mr Elmore and Mr Eric Bolton, senior chief HMI, had described the pressing need to define and clarify the primary curriculum. They hoped the Select Committee would also look at teacher deployment how teachers covered the curriculum, and at the size of schools. "These things have practical outcome that can affect standards," said Mr Elmore.

Mr Harry Greenwood, Conservative MP for Ealing North, asked if HMI envisaged a "revolution" in primary schools in the mid-1990s, with a move away from a "play way" of learning

towards more formal, traditional methods.

Mr Bolton replied that he did not. Responsible research and work by HMI had established that good, effective primary education was characterized by a sound identification of children's needs, setting objectives and using appropriate teaching methods. This would not change.

But as the range of what children needed to know increased, there was a need for more flexible teaching styles and groupings. He assured Mr Greenwood that this flexibility would not undermine class teaching or organization, nor would secondary style specialization be introduced.

Mr Elmore said exploratory methods of learning had shown what children were capable of and had revealed the need for a wider range of expertise among teachers. Specialization was not a new idea; music and physical education experts had been identified in schools for years. The Inspectorate believed that older primary children needed "more discreet" areas of learning which were beyond the capabilities of the single class teacher.

Mr Bolton agreed with Mr George Walden, Conservative MP for Buckingham, that quality of teaching was the major influence on children's learning, but it was for local authority employers - and schools themselves - rather than the HMI, to identify which teachers were strong or weak.

"The vast majority of teachers do a solid professional job but if they're not open to influence, change and development and are not given the time and resources to do it there's no hope of changing any system for the better. You can't lead a system by the nose with a small number of extremely gifted teachers. They are a bonus and

you can't begin to plan a year around them."

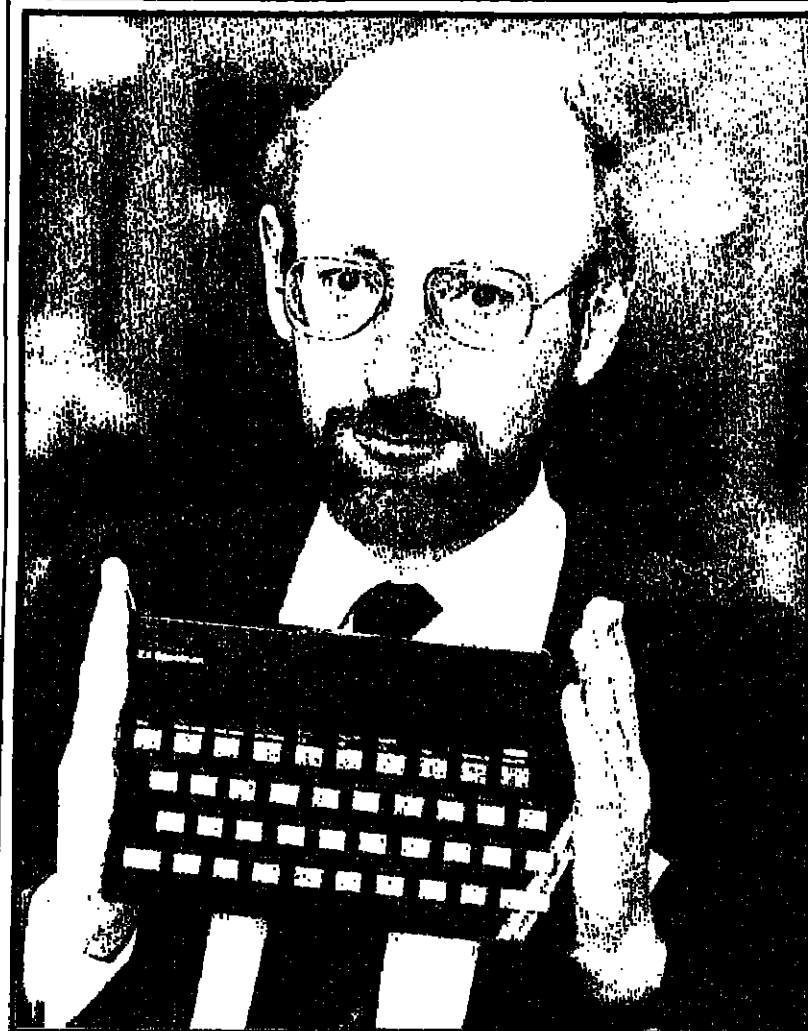
Sir William Van Straubenzee, Conservative MP for Workington, chairman of the Select Committee, said members wanted to study the effect of parental involvement in schools. Mr Elmore replied that the most important role for parents was to be actively involved in education at home. The Inspectorate like to see widespread use of reading advice and projects which enlisted the help of parents.

Mr Sean Hughes, Labour MP for Knowsley South, said there was an appalling absence of foreign languages in primary schools. He believed the time for a major initiative.

Mr Walden asked whether HMI, the impression that expectations of British schools were lower than France and Germany. Mr Bolton replied that some expectations were lower, some higher but in some cases the definition of what was expected was unacceptably narrow from a British point of view. He agreed to supply the committee with more evidence on foreign comparisons.

Mr Martin Flannery, Labour MP for Hillsborough, asked about the effect of pre-school education on achievement in later years. Mrs Norma Peacocke, a senior inspector, said HMI did observe links but they were "proof" or British research to be them out. Research from America based on a showed that cognitive results were improved, that there was less need for remedial education, there was less juvenile delinquency and fewer teenage pregnancies, and that the attitudes of parents changed positively towards education.

The National Association of Teachers gives evidence next Tuesday.



Sir Clive Sinclair with the computer that made him famous.

Hilary Wilce on the Sinclair plan to fill a gap in the education system

College for the eccentric genius

The news that Sir Clive Sinclair plans to found a private college for the kind of eccentric geniuses who, he feels, miss out in conventional higher education, will come as no surprise to observers of the life and thoughts of Britain's leading electronics innovator.

Sir Clive, who left school at 17 and worked as a journalist on *Practical Wireless* before going on to make his electronics fortune, said his college should have no entrance qualifications and set no exams. Instead a small number of students, arriving by word of mouth, would do experimental work under the guidance of *avants*, and with the help of a wide range of computer equipment and an extensive library.

He himself had not wanted to study electronics at university because it was only a sub-branch of electrical engineering, he said.

The inadequacy of the existing education system to meet the needs of the future has long been a theme of the 43-year-old magnate. Two years ago he was criticizing schools for continuing to prepare their pupils for life in large organizations when they should be preparing them to work in small organizations. This meant producing pupils who were more adaptable, flexible and broadly educated.

"No one should be without a grounding in the sciences and the arts, and more emphasis on the art of living is needed," Sir Clive said on BBC television. "Sixth form colleges or their equivalent may need to become the norm."

In the same lecture the optimistic Sir Clive suggested that although traditional manufacturing jobs were in decline, considerable new opportunities could be provided by packaging

education and health services and selling them to "Third World countries, who lack our substructure of culture and education."

Sir Clive, who gave the world the digital watch, pocket calculator, pocket television and cheap home computer, confidently predicts a world where the intelligence of fifth generation computers will outstrip our own, and where life will be all the better for it.

In March this year he told a United States Congressional committee that computers will even make better teachers than human beings. "The advantage of a tutor for each child is clear and if that tutor is also endlessly patient and superhumanly well informed we may expect a wonderful improvement in the standard of education," he enthused.

But with conventional jobs rather than on the ground, education will need to inculcate a love of art, music and education in pupils, he said.

"Curiously we can find analogies in the past. Freeman of Periclean Athens led not such different lives as we might live, for where we have machines, they had slaves who served both to teach and as menials. Thanks perhaps, to their fine education, the freeman of Athens seem not to have found difficulty in filling their time."

Sir Clive seems to have a particular fondness for the Greeks. His new college is to be called the *Paralib*, after the Greek word for beyond. It is to be based in London, and could cost up to £1 million. Research tie-ups with three universities, Edinburgh, Southampton and Imperial College, London, are already under discussion. Students at the college will be paid a small salary by Sir Clive.

David Lister on a bid to change exams

Plea for end to bias against healthy food

Changes in examination policy on home economics could end the present situation where children are actually getting lower marks for trying to cook healthier food.

This was highlighted this week by the Health Education Council, whose research officer Dr John Brown, has written to GCE and CSE boards asking for changes.

In his letter, Dr Brown quotes examples of marking instructions which give higher points to children making a main course and a sweet, fatty pudding, than to those making a savoury starter and main course.

Partial replacement of meat with legumes is not generally allowed for. If a green salad is served instead of vegetables, pupils may be given only four marks instead of eight, and then only if a dressing is served.

This is according to the Associated Examining Board instructions which do, however, add that candidates who prepare a range of vegetables for a salad and make mayonnaise should be given credit.

In a practical examination, a sponge flan would get six marks rather than the ten awarded if the flan was piped

with cream, adds Dr Brown. "These practices are outdated and less than desirable," he says. "They also conflict with educational messages from bodies such as the HEC. I am very concerned that home economics, particularly in the practical side of the subject, should include sound, nutritional practice. This means not only teaching about varied diets, but also pointing out that too much of things like fat and sugar can jeopardise long-term health."

Dr Brown's letter was discussed on Tuesday at a meeting of the home economics panel of the north west CSE and GCE boards in Manchester.

After the meeting, one panel member, Margaret Jackson, said the National Association of Teachers of Home Economics was well aware of the problem and has circulated the exam boards.

Mrs P A Curtis, home economics adviser for Berkshire, and a leading campaigner for change said it had proved exceedingly difficult to break with tradition for some teachers, who felt that one did not see such attractive results if one made salads or wholemeal foods. They also felt very



constrained by exam boards. Skills, which include choosing a healthy diet, do form part of the criteria for home economics for 16-plus.

Meanwhile a report published today by the new Defunct Schools Council says that home economics teaching and examinations should take account of Britain's social and cultural diversity, Diane Spencer writes.

The report, written by Ms L. Oliver, analyses GCE and CSE syllabuses and examination papers, and concludes that many of them are "culture-specific".

Ms Oliver also criticises training for its lack of a multicultural perspective.

Schools Council Programme: *Shaping Examination Systems: Assessing a multicultural society: Home Economics at 16+*, by Sue Oliver, Leisure Resources Unit 33-35, Tanner Way, York YO1 1UP, £3.00.

PRIMARY



Ladybird Key Words: It's claimed they reinforce stereotyped roles and after the revamp, a black face among the white.

Hilary Wilce on a struggle for the hearts and minds of Britain's youngest pupils

Publishers ready for new battle over reading scheme books

A fresh battle for the hearts and minds of Britain's youngest pupils - or those that buy their school books - will be fought in the next few years when a number of leading educational publishers introduce major new reading schemes.

Thomas Nelson and Sons Ltd, Oxford University Press and Ladybird Books Ltd all have schemes in the pipeline, although both OUP and Nelson's schemes are not expected until 1986 and neither firm is willing to disclose details.

Even more coy is Ladybird Books, where a major new project is being kept under wraps until next year.

However, Mr Vernon Mills, editorial director, does admit that the best-selling Ladybird Key Words Reading Scheme, which has long been criticised for both sexism and racism, had come to the point where it was "useless to spend any more on updating and revising."

The criticisms had posed "a most awkward problem", Mr Mills conceded, and the scheme no longer satisfied today's requirements. "It is beginning to show signs of age. It is rather like hoping to wear your 1944 clothes in 1984 and get away with it."

However, he stressed that the Key

Words Scheme was not scheduled to be withdrawn from the market. It is still widely used by teachers and parents, although it has declined in popularity from its high point in 1978 when it was in use in 78 per cent of primary schools. The books, which cost 70p each, are among the cheapest early readers available and still sell briskly in High Street bookstores.

The scheme was completely overhauled six years ago. There are now black faces among the white, and Jane, like Peter, sometimes builds a tree house or sails a boat. But the criticisms that the books perpetuate stereotyped roles and portray a cosy middle class world far removed from many children's lives, have persisted.

Ms Wendy Body, of the Bristol Reading Centre, said that although the illustrations had been revised she felt many of the original messages came through in the text. "I think the kindest way of putting it is, when you compare it with the newer schemes around, it is not very attractive."

Ms Angela Anning, head of Wharfedale Infants School, Salford, and a reading expert, said she felt the scheme still had "clearly defined male roles and a fairly middle class feel about the characters."

Young children were clearly influenced by the images they received from books, she said. "Anybody who says they are not is being very naive. You only have to listen to what they're talking about and watch them playing."

In her area, where unemployment was high, children were becoming increasingly aware that looking after a home was a role shared by mothers and fathers. "In some cases it might perhaps seem strange to a child to see that in a book, but then it is useful to have it as an issue to be discussed."

Ms Anning also suggested problems with the way the scheme was structured. "I feel it is rather repetitive and not of terrific interest to young children. They don't talk like that. They don't say 'see the dog', 'look at the boat'. My own preference is for a scheme using a more natural kind of language."

Such technical reservations are echoed by other reading experts who point out that the newer schemes offer more additional materials (posters, workbooks, games), have a more contemporary feel, and use alternative approaches to language learning.

One scheme in particular has had remarkable success in recent years -

Ginn and Co Ltd's Reading 360, which is in use in at least 12,000 primary schools - and this is one of the reasons suggested by observers of this field for the forthcoming spate of new schemes.

Other suggestions include the possibility that publishers want to catch the tide of opinion which is turning away from highly formalized schemes towards the use of "real" books in learning to read; that they want to produce multi-media approaches to reading.

Whatever happens in schools, parents, who are taking an ever more active role in teaching their children to read, will be looking around for more cheap and familiar books with which to do it. In acknowledgement of this Ladybird is bringing out an earlier level of its Read It Yourself series, catering for three-and-a-half to four-and-a-half-year olds.

●Liverpool's left-wing Labour council has banned Enid Blyton books from the city's schools because of "overt stereotypes of black people". Also banned are *Ten Little Niggers* and *Little Black Sambo*, and education officials are examining a wide range of titles used in schools to see if any more should be outlawed.

Reading Extra: Page 41-48

Specialize idea meets opposition

by Bert Lodge

Opposition is growing to the pressure currently being exerted by Sir Keith Joseph, Education Secretary, and members of the Inspectorate for primary teachers to be subject specialists rather than class teachers.

An informal network established earlier this year among tutors of "generalist" primary BEd courses has rapidly been extended. The first meeting of the group, held at Trent Polytechnic last month, was attended by some two thirds of the course leaders of primary BEd degrees in the public sector.

Mr Michael Cornish, head of Newcastle Upon Tyne Polytechnic school of education and initiator of the group, said their aim was to protect the quality of primary BEd training. They would be making contact with the newly formed Council for the Accreditation of Teacher Education once its membership had been announced.

The most recent call for subject specialists in primary schools came from Mr Eric Bolton, senior chief inspector, in his first major speech on primary education since his appointment last year.

He told the annual meeting of the National Association for Primary Education last month that it was time for a hard look at "when and how the change from general class-based to specialist-based teaching should take place". It was doubtful that a single class teacher could cope with all the needs of older juniors.

The survey of primary schools conducted by the Inspectorate and published in 1978 revealed that some children were not realizing their full potential because their teachers did not know enough. This applied to all subjects in the curriculum, but particularly to science.

New 'learn to write' project

A group of Kent teachers have devised which will be available this summer to introduce nursery and infant teachers to the latest ideas on teaching young children to write.

The Becoming a Writer Project has been tested on one group who found the exercise useful, and after some revision the project was offered to other local groups, a London borough and a metropolitan L.E.A.

The teachers who devised the project were aware little time had been devoted over the last two decades to studying how children acquire their writing skills. From the outset it was felt that nursery as well as infant teachers should be involved as it was important to emphasise pre-writing in the same way as pre-reading.

Forgotten history

Now a new film from Dr Barnardo's tracing the history of child care from the 18th century, to 1905: *Developments in Child Care: The Early Years.*

The Early Years shows the work of such child care pioneers as Thomas Coram, the Revd. Benjamin Waugh, Dr Thomas Barnardo, Prebendary Edward Rudolf, the Revd. Thomas Bowman Stephenson and Maria Rye.

The Early Years looks at the changing perceptions of the causes of social problems and examines the remedies attempted.

The Early Years is the first of three films on the history of child care in Britain. It fills an important gap and will be of singular interest to history, RE, and social studies classes.

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Today Dr Barnardo's is Britain's leading child care charity, helping more than 9,000 handicapped, deprived children within the context of the family, in the community.

12 318 french students will have visited the UK in 1984 through else

Jane Pickard reports on the need to solve a whole catalogue of failings

Running of youth clubs criticized

Youth clubs in and around Brixton, with its social and unemployment problems, have come under fire from Her Majesty's Inspectors.

A report on three youth clubs in the area - the Patmore, the Marcus Lipton and the Abeng - says that none of them are either cost effective or professionally effective. They lack clear policies and operate in isolation from other local authority departments.

The clubs are also criticized for:

- Satisfying superficial wants, rather than needs, of young people;
- Catering almost exclusively for young Afro-Caribbeans, rather than taking a multiracial approach;
- Having a poor response to youth unemployment;
- Failing to promote the interests of girls; and
- Failing to encourage members to take part in running the clubs.

On the subject of race, the report warns that failure to provide for young whites on a neighbourhood basis could contribute to some disaffection and alienation.

It stresses that the London borough of Lambeth is predominantly white, with a large Afro-Caribbean element, plus other minority groups, such as Asians and Chinese. A new approach would need "an examination which goes beyond the diagnosis of expressed wants and which will lead to a broad area of choice and of experiences being made available to young people, within a social education programme."

The general picture painted of the three clubs is one where young people, predominantly young black males, come to play games or attend disco sessions. Too little attention is paid to the creation of a coherent and co-ordinated policy for preparing young people for employment.

But the Inspectorate does praise the



Youth clubs: new approach needed to a pattern of discos and games

good relationship built up between club members and staff.

Some youth workers were better than others, more secure in their professional identity and more able to interpret their professional roles. But the report says that all "suffered from the absence of policy and consensus in the matter of aims."

It adds: "Most frequently, what was offered to young people was recreational activity without understanding of the underlying purpose of personal and social development which is the heart of youth work."

To improve policy co-ordination,

Inspectors' high praise for Liverpool colleges

Some glowing compliments are handed out by Her Majesty's Inspectors in reports on three further education colleges in Liverpool.

In Old Swan Technical College, Inspectors say there is: "A spirit of persistence among students and a sense of concern and dedication among staff in what is for the most part a spartan environment."

And the Mabel Fletcher Technical College, which caters mainly for girls in a middle class area of Liverpool, is said to be an "interesting and successful college" which has deservedly built up a high reputation for academic standards.

The Central Liverpool College of Education came in for rather more criticism. It had suffered a decline in student recruitment, leading to the under-utilisation of buildings.

High levels of unemployment have particular led to a decline in recruitment to printing and construction courses so the college needed to give higher priority to meeting the needs of students not in employment.

Such a change would need departmental reorganization as well as a major reallocation of accommodation and the replacement of existing physical resources.

This, along with changes at the Old Swan College could only be done as part of an overall review of further education in Liverpool.

Central Liverpool College also suffered a high drop-out rate in its mathematics classes and the Inspectorate suggested that teaching methods used to present the subject should be reviewed.

There was also a need to improve the college provision for the teaching of computing. At Mabel Fletcher, the Inspectorate recommended a review of the organization and resourcing of computing and mathematics, as well as the library and audio-visual materials.

Students at Mabel Fletcher were generally well motivated and responded well to the teaching methods used, say Inspectors.

But college arrangements for enrolment guidance, careers education and guidance and welfare and counselling should be reviewed. Problems were caused by the organization of the college on three sites and inadequate provision of equipment.

At Old Swan, the report says teaching was "competent and sometimes inspiring."

Some teachers could make use of a greater range of teaching methods and subject teachers should monitor the accuracy and clarity of English. But some of the craft engineering assignments were of a high standard.

Here, too, Inspectors urged "further consideration" to the co-ordination of maths and computing work, as part of a merger of science and mathematics engineering departments.

The I.C.E.A. should note the strong technology base of the college, when carrying out a full scale review of further education in Liverpool, the report concludes.

HMI reports

HMI reports are available free of charge from the Department of Education and Science, Publications Despatch Centre, Honey Pot Lane, Stanmore, Middlesex HA7 1AZ. Also available from I.E.A.s.

Good training at poly

Student teachers at Kingston Polytechnic get an effective, broad and practical training, according to Her Majesty's Inspectors.

Staff are praised for competence and confidence in their subject matter. Inspectors saw good examples of straight lectures, which were well-planned and carefully presented. In seminars, tutors provided students generally with models they could usefully imitate in schools.

The Inspectors sound only two notes of caution. First, on tuition, they believe there should be consideration of the extent to which tutors need to simply provide information to students.

Postgraduate students, says the report, should be able to glean facts through their own reading, provided that adequate study time is provided.

There were also imbalances and inadequacies in the structure of courses. The Inspectors conclude that it is particularly important that staff development in the primary field should continue.

Two primary schools - one in the East End docklands, the other in rural Somerset - are both the subject of commendation by the Inspectors.

The Scott Wilde primary school, in the London Borough of Newham, has

been successful in creating a good working atmosphere in which children are ready and willing to learn, says the report.

This has been achieved by the attention given to good relationships and attitudes within school and between the school, the home and community.

Consistent good practice was noted in reading, dance and drama and physical education. But the school was now aware of the need to give further attention to developing the curriculum.

The Inspectors noted a need for better curriculum planning at Wilecombe Primary School in Somerset. The school also needed to improve the quantity, quality and range of resources.

Satisfactory work was found in English, maths, science, health education, physical education and music. But consideration needed to be given to ways of extending teaching practices and methods of learning which were already effective.

But the Inspectors said that the children's behaviour was good, they had formed excellent attitudes to school and supported many out-of-school activities.

Sir Keith's 'limited view' of the world is attacked

Despite Sir Keith Joseph's assurances that he wants pupils to learn about "the real world", he had only a limited view of that world, Dr Malcolm Skilbeck, professor of curriculum studies at London University, said this week.

The Education Secretary's vision seemed to be restricted to more practical learning and the transmission of established values, he told the annual meeting of the Council for Education in World Citizenship in London last weekend.

Sir Keith had made it plain that he was uneasy about peace studies in schools and had rightly emphasised the need for balance.

But his view that matters concerning war and international affairs would crop up naturally in various places in the academic syllabus was unrealistic.

A much broader core curriculum taught within a common or universal school would be a means of addressing issues properly within schools, Dr Skilbeck suggested.



Malcolm Skilbeck 'broader curriculum'

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NEWS

Caution urged over teaching law at schools

by Diane Spencer

Law teachers should be cautious about introducing their subject into the school curriculum, a conference was warned last week.

Ms Patricia Leighton, principal law lecturer at the Polytechnic of North London, said such a move would be a radical change which would need careful thought.

She told further education law teachers in London that schemes to involve law in mainstream education had failed miserably. Teachers should also beware of assuming that law could be introduced into schools as a logical extension of teaching it at further education level.

She drew a comparison with primary French. This experiment had failed because it had no infrastructure at primary level as it had at secondary, and teachers underestimated the challenge of working with younger children.

Before law was introduced in schools, teachers must consider what was capable of being taught, what was the hidden curriculum, the underlying policies and who was to teach it. Teaching packs without in-service training on how to use them were not the answer, she said.

"Law teaching should not be on a level with a 'know your rights course' - a plumber's guide to the law or how to patch a leak in your divorce."

Ms Leighton was speaking at the first conference of its kind organized by the Association of Law Teachers designed to give further education law teachers the chance to appraise and evaluate their work.

Mr Graham Lee of the Law Society said his organization was mounting a three year project with the help of the Schools Curriculum Development Committee to study the idea of introducing law into schools.

This would not be as a separate subject to exam level, but as an integral part of the curriculum. A questionnaire carried out by MORI in 1982 had revealed that 83 per cent of schools were interested in teaching law, 94 per cent would welcome materials from the society and 65 per cent would like a course for teachers on law.

Mr Giles Radice, Opposition spokesman on education, criticized the Government for its failure to consult local authority associations over the White Paper *Training for Jobs*.

He called on the Government to stop imposing its own solution and "to pause and consult" before taking action.

He said a Labour Government would introduce some kind of educational maintenance allowance to encourage young people to stay on in education. The sum might not be as much as the Youth Training Scheme figure, but it would be comparable to there would not be a disincentive to remain at school.

Mr Radice thought the Youth Training Scheme should be extended for a second year and have a "firm educational content". And it should be part of a comprehensive programme which would lead to higher education of jobs in which skill learnt could be used.



Writing and talking machine helps Claire

Blind pupil 14-year-old Claire Hogg of Little Clacton uses an electronic typewriter developed to give her more independence by the University of Essex.

The machine converts Braille symbols into printed English and produces a synthesised speech output to guide the writer.

The school writer consists of special keyboard, a microcomputer with speech synthesiser, and a virtually silent ink-jet printer. The synthesiser can speak the letter by letter in a spelling mode or word by word using a set of general pronouns.

Jobs grant attacked by union

An £80,000 Government job creation grant given to a private college has been condemned by a teachers' union. The cash is for New College, which takes in fee-paying sixth-formers in Cardiff. The school says it will be used to employ more teachers.

But Mr Peter Griffin, president of the National Union of Teachers described the grant as a "scandal".

Mr Griffin, headmaster of a Cardiff primary school, said: "This money would be enough to provide a dozen teachers in a county education authority or buy badly-needed books and equipment for schools."

"It's a disgrace that taxpayers' money is going to subsidise a very exclusive few people who can afford to pay college fees and to help a business which exists only to make a profit."

New College charges parents £200 a term for each GCE A level subject a pupil studies. It has more than 200 students, and is planning to expand.

The grant, made under an Act of Parliament designed to aid industrial development, is seen by the teachers as a back-door method of diverting money into private education. They fear there may be more to come.

"It's all part of the Government's attempt to privatise the education sector by diverting resources to private schools at the expense of the state system," claimed Mr Griffin.

Mr William Hoole, principal and owner of New College, said the money would secure the college's future and would mean they could take on more than 20 teachers.

"I am surprised that the unions have attacked the proposal which could create more teaching jobs," he said. "The public money is not being diverted into private education, it is being used to create jobs."

Harry Golombek reports on The Times British Schools' Chess Tournament

St Paul's favourites for the championships

The interzonal stages in this event are now at an end and four powerful teams have qualified for the semi-finals and finals due to be played at St Ermin's Hotel in London on July 12 and 13. Spectators are welcome to attend the final rounds which always produce exciting and interesting chess. St Ermin's Hotel is very near St James' Underground station and also not far from Victoria.

The four qualifying teams have all appeared before in the semi-finals but St Paul's failed to qualify last year and are making a welcome reappearance.

White M J Burns (Manchester); Black P Metcalf (Queen Mary's)

11 P-Q4 QxN 12 0-0 P-K3
12 P-K3 N-K3 13 0-0 QxN
13 P-B3 P-B3 14 N-N4

14 ... N-K2 15 NxN ch 16 P-B4
15 ... P-N3 16 P-B4 17 P-OR4
16 ... P-B4 17 P-OR4

17 P-QN3 18 P-QN3 19 P-QN3
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A Northern Ireland primary teacher was recently awarded £5,000 compensation by an industrial tribunal which judged that she had suffered sex discrimination in being turned down for the headship of her school.

The award, the highest so far to a teacher or lecturer bringing such a claim, consisted of £1,000 for injury to feelings and £4,000 for projected loss of earnings, and prompted a flurry of phone calls from aggrieved teachers to Northern Ireland's Equal Opportunities Commission.

But it is unlikely there will ever be a flood of teachers taking complaints about inequality to the courts. In this recent case the discrimination was exceptionally clear cut - one member of the school management committee stated baldly "I think a school that size should have a man for the principal" - but this is rarely the case. In addition, taking legal action can be a costly, lengthy, and acrimonious procedure, unlikely to enhance any teacher's job chances.

In the nine years since the Sex Discrimination and Equal Pay Acts came fully into force only a handful of successful cases have been brought by teachers, lecturers or other education service personnel.

In Britain, of the meagre 170 cases brought successfully under the Sex Discrimination Act a mere eight of these have concerned teachers, and one a lecturer. Under the Equal Pay Act, only two lecturers have successfully brought cases.

In Northern Ireland, half a dozen discrimination or equal pay cases have been brought successfully and a further seven or eight are under early investigation.

However, there have been some landmark judgments. In the case of Mrs Elizabeth Dick, a science officer at Dundee University, who was made redundant because of her part-time status, the tribunal ruled that she had suffered indirect discrimination because a policy of putting part-time employees in the front line for redundancy inevitably affected more female employees than male.

In the case of Miss H S Gates, who failed to be appointed head of a special

school, the tribunal ruled that the personal questions she had been asked, which included questions about her relationship with her husband and whether she intended to have a family in the near future, were discriminatory because they had not been asked of male applicants.

Since then "inappropriate questions" as they have come to be termed, have been one area where teachers campaigning for equality have been particularly vigilant.

In Northern Ireland, another case concerning the position of a part-time audio-visual aids technician working at two technical colleges, brought a highly significant general ruling from Mr Justice Lowry, the Lord Chief Justice of Northern Ireland, that the onus should be on the employer to prove a lack of sex discrimination, rather than on the employee to prove discrimination existed. "Only in rare cases under the Sex Discrimination Order (Northern Ireland's version of the Sex Discrimination Act) will direct evidence be



Equal Opportunities Commission

Hilary Wilce on the disappointingly small number of sex discrimination victims who have managed to hit male chauvinists where it hurts . . . in the pocket.

Why the law does little to improve women's lot

school, the tribunal ruled that the personal questions she had been asked, which included questions about her relationship with her husband and whether she intended to have a family in the near future, were discriminatory because they had not been asked of male applicants.

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available of discrimination on the grounds of sex," he ruled. "One is often left to infer discrimination from the circumstances."

Another legal tool that the sex discrimination legislation offers is so-called "formal investigations" into more general areas of complaint, but these have proved virtually toothless. One investigation into staffing practices at Sidney Stringer School, Coventry, took four years to conclude that no discrimination could be proved.

A spokesman for the EOC said that the current grading system for teachers was the prime cause of discrimination. "Heads have a lot of freedom in the way they award points, and very often they hold the old idea that the man is the breadwinner, and so should get the points when they are going."

This held women down on the lower rungs of the professional ladder, and made it more difficult for them to apply for promotion.

If a woman teacher did feel she was

subject to direct discrimination, the spokeswoman said, she tended to take it up with her union, rather than go through the courts.

Ms Jenn Farrell, women's officer of the National Union of Teachers, said that most causes of alleged discrimination concerned who was promoted internally in schools, and many were dealt with by the union's regional offices.

"There aren't that many cases that come up to head office, but there is definitely a steady escalation of the view that discrimination exists and it is proved by the figures," she said.

Many NUT associations now have equal opportunities working parties, and some, such as Coventry and Birmingham, have made surveys of women's position in the profession.

The latest to make such a move is Newcastle, where the education authority is coming under pressure from teachers to prove that its claim to be an equal opportunities employer has some substance.

Similar pressure has also been put on Lancashire and the campaign has



Mr Justice Lowry: ruled that the onus should be on the employer to prove a lack of sex discrimination.

led to the setting up of a new national pressure group for women in education.

Now the Assistant Masters and Mistresses Association has commissioned a £12,000 survey of attitudes to promotion among its members. In an attempt to establish exactly why women lose out.

"We concluded there is quite enough evidence to support the contention that on a purely numerical basis there are far fewer senior women than there should be," Mr Peter Smith, deputy general secretary, said, "but there has been very little research done so far about women's attitudes to promotion."

One ground-breaking survey was done by the Inner London Education Authority last year, which found that while women displayed a less single-minded devotion to climbing the career ladder, they also suffered from various types of discrimination. These included being more likely to be refused permission to attend in-service courses than men, and doing the same jobs on lower gradings than men.

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'Probation' plan rejected

Plans for placing newly-appointed headteachers on temporary contracts have been "rejected outright" by the National Association of Schoolmasters / Union of Women Teachers.

In a letter to Sir Keith Joseph, the Education Secretary, Mr Fred Smithies, general secretary of the union, says: "It is our view that a newly-appointed headteacher (whether or not as a first appointment) should take the opportunity of assessing the strengths and weaknesses of the school before making marked changes."

A probationary period would severely constrain this period of assessment to the detriment of relationships within the school.

"We also believe the headteachers could be subjected to disproportionate pressure from those who would be determining the outcome of the probationary period."

Mr Smithies adds: "The association sees the solution (to recruit headteachers) in an improved and more systematic system of pre-training, selection, induction and post-training and we would be pleased to submit a more detailed examination of the problem to you."

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NEWS

It isn't often that teachers who feel aggrieved by their local authority, resign and hit back in print at length. But now former headmaster, Philip Toogood, is doing just that.

The Head's Tale, which he is publishing himself, is a record of the experiences which led him to resign as headmaster of Madeley Court School, Telford, last year.

Madeley Court, situated in one of Shropshire's few social priority areas in South Telford, was founded in 1971 as an ambitious community comprehensive which Toogood reorganised on the basis of clusters of open-plan mini-schools with a high level of parental involvement in 1977.

At one point there were more than 30 parents working as teacher-aides. Other local adults who were skilled communicators with children also helped out. In 1982 parents raised £30,000 for the school, more than the local authority contributed on a per capita basis.

Philip Toogood inherited a dedicated staff who, in 1977, when he became head, were working a subject-based timetable. A year later the plan to introduce mini-schools was complete. Parents responded enthusiastically and the school was transformed within weeks. At the same time plans were put into action to turn the school into a centre of adult education as well as child learning.

"Everyone said it wouldn't work in South Telford where adults weren't interested in learning. But it did. The place was packed. The whole thing took off quite suddenly in one year from September 1978. Subjects were very conventional ones, though other activities grew up. 'Learning Can Be Fun' was the theme."

Philip Toogood's ideas on education were formed over many years. He spent ten years in boarding-prep and public schools before winning an open award to study history at Cambridge. Postgraduate work in Toulouse for a year was the first time he was not part of a formal institution and became,



Philip Toogood (above) resigned as head of Madeley Court, Telford over an HMI report on the school. Now he has written a book about the episode in which he answers his critics. Bob Dent reports

Damned and be published

consequently, "a crucial mind-opening experience in my life."

Three years in the Navy were followed by a teaching job in a public school. It was here that he and his family decided they did not want to stay with the public school system. In particular, the "total invasion of the person which sending children away from home into an institution involved," turned him away towards the local system which was being reorganised towards the comprehensive notion.

A departmental headship at Wyndham Comprehensive in Cumberland gave him experience of the "transitional" comprehensive with a strong

academic/pastoral divide. It was this divide (derived from the differing emphases of the previous selective grammar and secondary modern schools) which he felt was hindering the development of a more integrated comprehensive system in a community setting.

Seven "very happy" years as warden of Swavesey Village College in Cambridgeshire gave him a taste of what could be done to integrate school and community in a L.E.A. which supported community education. When the headship at Madeley Court came up it was an opportunity not to be missed as the school had been set up to achieve these ends.

Madeley Court, despite its successful youth schemes, community theatre workshops and involvements of parents at all levels, did have its difficulties. Parental choice started to hit the school in favour of a more traditional comprehensive nearby, though Philip Toogood insists that the decline in numbers was insignificant given that the population of the school's catchment area had also declined.

But he does admit that the school stuck out a bit like a sore thumb and incurred the displeasure from the local authority who were wary about finances for adult education at the school.

Yet his passion and commitment to a form of education which involved people directly and personally was such that a final conflict over 12 points he was "asked to pay attention to", before publication of an HMI report, precipitated his resignation.

Now, in addition to secondment to do research before early retirement, Philip Toogood has taken the time to write up his experiences of nearly 20 years in education. It is a record of change in all three schools where he has taught and includes a detailed chapter on the controversy surrounding the HMI report at Madeley Court.

A final chapter looks at his philosophy of education. It is this area he hopes to pursue in the future building on his experience as a past chairman of the national Community Education Association.

He and his wife, Annabel, are editing a new magazine, *Dialogue*, which is aimed at a general readership to promote discussion about the partnership between school, home and community. The first edition, available in the autumn, will be distributed free to all secondary schools in England and Wales.

The *Head's Tale* published by Dialogue Publications, 11 The Wharings, Ironbridge, Telford, Shropshire. Available from the end of June from that address, at £4, inc. p.p.

What HMI said...

by Virginia Makins

The HMI report on Madeley Court was the most controversial of all its published reports on individual schools so far. It was critical of academic standards in the school, and concluded that teachers were pitching expectations too low, and not making appropriate demands on children.

It criticised aspects of Mr Toogood's "Malschool" policy, where a team of teachers handle most of the work of a group of pupils. The HMIs felt that more specialised teaching early on would raise standards, and were concerned by the different standards they found in different minischools.

The report praised several aspects of the school: staff and student involvement in decisions; the work experience programme; the mainly civilised behaviour of pupils; the excellent use of the library - and all these in a social priority area school.

But by implication, the report was strongly critical of the head, and the school's management. They called for

Dress code: jeans are out from next term

by Sarah Bayliss

A code of dress banning the wearing of jeans has been drawn up by the head of Madeley Court School. The code, which will take effect from September, has been agreed by parents and represents a compromise between those who want pupils to continue wearing jeans and those who want a school uniform.

Mr Alan Cooper, who took over from Mr Philip Toogood as head of the school in January, said this week he had agreed with parents that no boy would be sent home from school for wearing jeans at this stage.

The code of dress which was sent to parents this week takes pains to point out that the school is a place of work and that clothing should reflect that. It lists leather and canvas trousers and jeans as "discouraged" as well as casual hair styles and fashions, excessive make-up and high heels.

"Sensible" clothes and shoes in colour and a "clean and tidy" appearance are required. A school motto, "sweatshirts and other clothing being considered, according to Mr Cooper."

Codes of dress are the subject of an article in the June edition of the



magazine published by the Ashcroft Centre for Education. A letter from Mr D J Clifford of Telford, a parent of a child at Madeley Court, says a despatch of schoolwear is needed but jeans are suitable.

"They are popular with the children, they are hard-wearing and relatively cheap," he writes. A code submitted by him and some other parents to the head said ordinary jeans should be acceptable although bleached or patched jeans should not.

The advisory centre recommended that every school draw up a code of dress. Mr Clifford's stance on jeans is defended by him and some other parents in the head said ordinary jeans should be acceptable although bleached or patched jeans should not.

Where No. 199 June Edition Price 50p is available from Advisory Centre for Education, 18 Victoria Park Square, London E2 9PB.

Pushing back the frontiers of knowledge?

Some I.e.a.s have been accused of illegally withholding information from the public. Mike Durham reports on the growing pressure for more open government

Campaigners for more open local government have accused local education authorities of being unnecessarily secretive in dealings with parents and members of the public.

According to the pressure group, the Community Rights Project, which carried out a survey of 61 local councils, some I.e.a.s break the law by failing to publish information to parents.

I.e.a.s are also accused of discussing important matters in private, not providing council reports to the public, and refusing to admit ratepayers into sub-committee meetings. Among I.e.a.s singled out by the campaign on education issues are Bromley, Coventry, Knowsley, Sefton and Solihull.

A local government freedom of information Bill, backed by the CRP and supported by MPs of all parties, was introduced into the Commons on Tuesday by the Liberal MP, Simon

Hughes.

As part of their research into local government "secrecy", the campaign sent a researcher to education offices to ask to see published details of the arrangements for parents to choose a school, and each council's appeals procedure.

Under the 1980 Education Act, I.e.a.s are obliged to publish the information. But according to the survey either published nothing, or failed to provide it on request.

Campaign organizer Mr Ron Bailey said: "We asked our researchers to behave like ordinary intelligent people, but not to go quoting sub-sections of Acts of Parliament to receptionists."

The pressure group claims that Bolton, Solihull, Stockport, Coventry, Knowsley, Sefton, St Helens and South Tyneside all failed to provide the information for the researcher.

NEWS



In Coventry, the campaign says a receptionist sent the researcher to the council's library. At a meeting later the council had admitted to breaking the law and promised to make the information available at the education office.

But Coventry's deputy director of education, Mr Alfred Dearnley said: "It was a technicality. We do publish the information, but when someone called anonymously at the office he was sent to the library for it. We pointed them to the information and they chose not to go."

In Knowsley the pressure group says a receptionist in the education office

refused to hand over any information unless she was given the name and address of the child to be transferred.

But according to the I.e.a. the information is published and readily available to parents. A senior adviser said: "We certainly send out an awful lot of paper outlining the procedure and parents' rights in almost obsessive detail."

"We don't get many strangers walking into our offices and asking for it. I suppose the receptionist was just being a bit careful - she was not sure who she was talking to and was a bit cagey."

In Solihull the researcher claimed to be given "a real run-around" - sent

from the town hall to an education office and back again "at which point our researcher gave up".

The London Borough of Bromley is also taken to task by the pressure group for alleged secrecy in its education committee. The campaign looked at town hall agendas and found a large number of items discussed in "part 2" - the confidential part of the proceedings.

These included such apparently harmless subjects as a microcomputer competition in schools, a seminar for school inspectors, a schools relay championships and a music festival in Vienna.

The education committee also has four sub-committees - primary, secondary, FE and buildings - none of which is open to the public.

The open government campaigners concede that some items have to be discussed in confidence. But they say the items should be limited to specific categories where disclosure could be against the public interest such as financial negotiations, legal proceedings or matters of personal privacy.

Bromley's education chairman, Mrs Joan Bryant, said the I.e.a. made decisions in private if somebody stood to benefit from public disclosure. She added: "I feel the important thing is to have a free discussion, and sometimes when perfectly straightforward matters are discussed in public there can be a lot of posturing. In general, I am all in favour of more open local government."

Mr Gerald Grainger, Bromley's director of education, said most matters were aired in public. "In my time there has in fact been a major increase in the number of items discussed in public," he said.

The freedom of information campaign is seeking free admission to all council committees and sub-committees, better access to information, advance notice of council meetings and publication of council reports, and the establishment of local information officers.

Concern over part-time courses in Wales

by Bert Lodge

Serious deficiencies have been revealed in the organization, practice and promotion of part-time release courses in Wales.

A three-year survey by HM Inspectorate shows that some colleges display professional teaching and enlightened leadership. But, in the main, they neglect part-time release courses in favour of the full-time ones.

Inspectors surveyed 16 out of 35 further education colleges in Wales with substantial programmes of part-time release courses. The subject ranged over business studies, construction, mechanical and electrical engineering, sciences, catering and agriculture.

Enrolment for the courses had declined from 22,520 in 1977-78 to 18,560 in 1982-83 - a consequence of the fall in employment prospects for school-leavers, inspectors point out.

The report says: "The access to further education and qualifications made available to young employees in Wales is patchy and unreliable." Only about 20 per cent appear to know anything about the part-time release (PTR) system before they leave school.

Many colleges had no particular responsibility or authority and virtually no training was given to course tutors in the development and promotion of PTR provision. In a minority of colleges staff were not allowed to visit and part of their work.

Formal machinery for control and review of the courses was generally inadequate and PTR was not consid-

ered a course requiring an approach to teaching in its own right rather than as a cut-down version of a full-time course.

The packing of the syllabuses to put them on a par with the content of full-time syllabuses represented a "severe" fault of design thinking by both external bodies and the college curriculum managers.

But the report acknowledges that in most colleges assignment and assessment programmes have been considerably extended and developed through the influence of the now-merged Business Education Council and the Technician Education Council and the City and Guilds of London Institute. These bodies have also had a favourable influence on integration of studies and the inter-disciplinary approach.

The inspectors also identified significant problems in basic literacy and numeracy and their effective integration into report-writing and problem-solving, in information skills and in new developments in information technology.

While acknowledging plenty of committed, well-organized and relevant teaching at advanced levels and on full-time courses there is concern for the part-time courses where teaching organization remains "relatively primitive and underdeveloped".

HMI report on education for the employed in Wales: a survey of non-advanced part time release provision in further education colleges. From the Welsh Office, Education department, Cathays Park, Cardiff.

Helping to give up smoking

A Northern Ireland girls' school has put health education on the curriculum by holding "stop smoking" classes for fourth-formers.

Sixteen girls aged 14 and 15 joined the class at Graymount Girls Secondary School in Belfast, which was promoted by the Ulster Cancer Foundation and led by one of the teachers.

Most of the girls had been smoking

between 15 and 20 cigarettes a day. The group met twice weekly for six weeks and by the end of the course several had given up completely and most had cut down to one or two a day. Headteacher, Mr Duncan Scarlett, who initiated the experiment, said: "It's very hard to say whether the girls have given up for good. But it has certainly reduced one 'cell' of smokers in the school."

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NOTICEBOARD

PEOPLE...

SCHOOL APPOINTMENTS

The following appointments are announced to the headships of Roman Catholic Schools in the Diocese of Southwark: Mr Bryan Smalton to be principal of Clapham sixth-form college; Sister Philomena Doherty, SND, to be head of John Paul II; Father John Edwards to be head of Bishop Thomas Grant, Streatham; Sister Ann Hoskison to be head of St Michael's, Bermondsey; Mr John Hughes to be head of Sacred Heart, Camberwell; Mr Eric Tope to be head of St Thomas the Apostle, Peckham; Sister Mary Angela to be head of St Catherine's, Boxley Heath; Miss Margaret Driscoll to be head of St Thomas More, Eltham; Mr John Tague to be head of St Anne's, Orpington; and Miss Bernadette Watts to be head of St Fidelis, Erith.

Mr Desmond Smith, deputy head of St Richard of Chichester Comprehensive School, Kentish Town, to be head of Bishop Ward Catholic Comprehensive in the London Borough of Barking and Dagenham.

UNIVERSITY APPOINTMENTS

Lord Adrian, FRS, Master of Pembroke College and Professor of Cell Biology, is to succeed Professor Sir John Butterfield as Vice-Chancellor of Cambridge in the autumn of 1985.

Mr Emrys Jones, Reader in English Literature and Fellow of Magdalen College, Oxford, has been appointed to the Goldsmiths' Professorship of English Literature from October.

Gerald Cohen, reader in philosophy, University College, London, has been appointed to the Chichele professorship of social and political theory at the University of Oxford from January 1985.

ADMINISTRATIVE APPOINTMENTS

Dr Barry Trapnell, head of Oakridge School, has succeeded Mr Denis Crickmay as President of the Independent Schools Association Incorporated.

Canon Robert Western, head of the Cathedral School, Lincoln, has succeeded Mr Peter Hannigan as chairman of the Choir Schools' Association.

CONFERENCES...

July 5

National Children's Bureau conference on "Reading in and out of School" at the NCB, 8 Wakeley Street, London EC1, aims to extend the use of children's books as a focus for cooperation between parents, social workers and teachers in their work with children. Speakers: John Bald, Iris Walkinshaw, Susan Belgrave, Ray Phillips and Sue Buckley. Details from the Conference Organizer at above address.

July 5-6

Two one-day conferences at Brighton Polytechnic Moulsecomb site on *Artificial Intelligence for Society*. The introductory conference on July 5 will be concerned with current AI methodologies and applications; the main conference on July 6 will deal with current social and educational issues in AI. Details from Dr Karamjill Gill, Department of Computing and Cybernetics, Brighton Polytechnic, Moulsecomb, Brighton BN2 4GL.

July 9-11

Association for Liberal Education conference on education and training in the eighties at Chichester College of Technology, Westgate Fields, Chichester, West Sussex. Total residential fee £41. Details from Karen Johnson, Eastleigh College of FE, Chestnut Avenue, Eastleigh, Hants, SO5 5HT.

September 14-16

A residential conference for teachers and educators at Oxford Polytechnic on *Responding to Inequality in Britain and the World* organized by the World Studies Network and Westminster College, Oxford. Workshop sessions will be held on evaluating progress, implementing policies and teaching methods. Residential fee £43. Details from Hugh Starkey, Westminster College, North Hinksey, Oxford OX2 9AT. Closing date July 13.

September 14-16

British Educational Management and Administration Society conference on *The Individual within the System* at Selwyn College, Cambridge. Speakers include Bruce Reed, John Downes, Howard Bradley,

Agnes McMahon, Mike Jones and Douglas Hamblin. Open to non-members. Details from Mr J Child, Cambridge Institute of Education, Shaftesbury Road, Cambridge CB2 2BQ. Closing date June 30.

September 14-16

National Federation of Community Organizations conference on community education at Bath University. Speakers are Bob Atken and Margaret Simey. Details from Lynne Halliell, NFCD 8/9 Upper Street, London N1. Closing date July 20.

COURSES...

July 23-27

Electronic music in the classroom, the impact of technology and its practical implications at the Midland Centre for Music in Schools, Birmingham for school music specialists. Programme details from Jane Crawford, Director Midland Centre for Music in Schools, FETI, City of Birmingham Polytechnic, Westbourne Road, Birmingham B15 3TN.

July 25-31

British Association of Advisers and Lecturers in Physical Education summer school at King Alfred's College, Winchester. A wide range of professional and recreational courses will be held for teachers and lecturers of PE in schools and colleges. Details from Mrs C Robotham, 16 Lakeside Drive, Monkspath, Solihull, West Midlands B90 4SX.

July 29 - August 4

Educational Development Association summer school at New College, Neville's Cross Centre, Durham on *Education, Industry and the Curriculum*. Residential fee £125. Details from Joe Cookson, Course Director, Floor 3, Educational Department, 8 Bond Street, Wakefield, West Yorkshire.

RECENT PUBLICATIONS

Copies of the six-page document *First School Admissions: the case for September entry* for all produced by the Ealing branch of the Campaign for the Advancement of State Education (TAS June 8) are available from Keith Myers, 151 Studland Road, London W7 price 50p including postage.

The Newham School Bookshop Survey

Looks at the emergence and growth of school bookshops in Newham and the practical aspects of running a school bookshop. The survey has been jointly produced by the Newham Parents' Centre and the School Bookshop Association, and is available from the School Bookshop Association, 1 Effingham Road, Lee, London SE12 8NZ, price £1.25 including postage.



Young Archaeology

The latest edition of the magazine of the Young Archaeologists Club includes a supplement for older members on rescue archaeology in Britain. News of summer digs, features, quizzes, local branch news and book reviews are also included. Membership for both age groups 9-16 and 16-18 is £2 per annum. School and institutional membership is £3.50 and includes three copies of the quarterly magazine. Details from Dr Kate Pretty, New Hall, Cambridge CB3 0DF.

INFORMATION WANTED...

The National Foundation for Educational Research is collecting entries for a register of research into special education. This will update an earlier register compiled for the SSRC at the University of London Institute of Education. They would like to hear from people engaged in relevant research who have not yet received a questionnaire. They are also interested in obtaining views on what form the completed Register should take. Please contact Miss Janet May, NFER, The Mere, Upton Park, Slough, Berks SL1 2DQ.

The Institute of Field Archaeologists is compiling a directory of courses taught in the UK that contain an element of practical

field archaeology. They are particularly interested in courses at colleges of higher and further education. Mr R Bailey, Tutor in Archaeology, Oxford University Department for External Studies, Rewley House, 3-7 Wellington Square, Oxford OX1 2JA would be grateful if directors of such courses would send him a syllabus together with some indication of how much practical field work is involved.

Borwick Training College, opened in 1984 was the first London college for the training of emergency teachers. The Borwick Students Association would like to know if any other groups of emergency trained teachers continue to meet. Please write Margery Taylor, 1H Byscull Road, Epsom EN2 8EE.

SCHOOL HISTORIES

Portrait of a Headmistress by Sheila Rosea portrait of Dame Joyce Bishop and an appreciation of her work as head of Hollyhedge High School, Smethwick, from 1924 to 1934 and of Godolphin and Latymer School for Girls, Hammersmith, from 1935 to 1963. It includes Dame Joyce's reminiscences and tributes from colleagues and former pupils. It is available from Godolphin and Latymer School, Iliffe Road, Hammersmith, London W6, price £3.42 plus 48p postage.

The First Hundred Years of the Church Schools Company by Valerie Hope, an illustrated history from the opening of the first school in Surbiton in 1884 and the contribution of Miss Beale and Miss Bess and the other early pioneers to the life of seven schools today: Guildford, Surbiton, the Atherton, Hull, York, Sunderland and Epsom. Available from the Church Schools Company, 1A Douglas Street, London WC1N 2PH, price £3.50.

The Village School by Gordon Wilkinson, 201 years of history at Fairbridge School, illustrated with early photographs and documents. Available from the Headmistress, Fairbridge County Primary School, Crawley Down Road, Fairbridge, East Grinstead, West Sussex RH19 2NT, price £1 including postage.

Compiled by Mary Crutchshank



Geared up: Guildford College of Technology junior mechanic competition winners get a foretaste of skill testing. Three of the team are YTS trainees.

Skills testing for YTS trainees hits the road

The Road Transport Industry Training Board has begun skills testing its Youth Training Scheme trainees. The move brings about another 10,000 youngsters into what some people are beginning to call "the real YTS".

The most fundamental criticism of the official YTS concept, increasingly voiced by unions, training staff and some politicians as the scheme nears the end of its first year is that it does not set out to qualify trainees in recognized "hard" craft skills.

Critics point to evidence that the youngsters themselves regard the

industry's potential workforce plus unemployed youngsters through the YTS and puts them all through a trade training. Engineering is doing the same thing for a high proportion of its YTS youngsters, and the hotel and catering board prepares its YTS trainees for skills tests set by City and Guilds.

The road transport board has prepared its own set of objective practical tests, based partly on its ordinary apprentice testing, but including such tasks as filling in a credit card voucher form, a job they say which many adults in garages cannot do properly.

The aim is a certification which will persuade firms to take on the youngsters for work or for further training. The computer-analysed tests which the board claims are the most developed of their kind, will cost £45 for each youngster, but it is making no charge to managing agents or the MSC.

Working on bridging modules which it hopes will, together with the skills tests, be accepted by bodies like BETEC and City and Guilds for entry on to more advanced courses.

Mr David Barnett, the board's chief operations manager, pointed out this week that the YTS was filling a gap left by the near disappearance of apprenticeships from the motor trade. Only three out of the 20 finalists in the boards national junior mechanic competition last week were apprenticed to employers; 12 of them in the YTS.

Mr Barnett says that the trainees take the YTS seriously because they can see they are getting "something real" out of it which they can use to earn a living. "Without that they suspect the YTS is just an extension of school," he says.

Cut-price courses offer

Some colleges are offering YTS courses at bargain rates to employers' as an attempt to undercut competition from private training agencies. One employer said this week that he was getting computer training at £7.05p an hour from a college in the north-west.

YTS Mode A fees for 1984-85 are the subject for a fee-for-all following the failure of the local associations and the CBI to agree on a figure to recommend nationally. This is because the authorities, many of whom are being heavily on the courses this year, considered an increase which the CBI considered was more than employers could afford.

The associations, which agreed last time to discount the cost of the courses by a third, are now expected to be large saving on apprentice education

which it was thought would be absorbed into the YTS, said that their experience showed that they could only afford a 10 per cent discount; this would have meant raising the fees from £14.70 a course hour to £19.20 for classroom based courses and £23.80 for practical work. Later they offered to increase the discount to 15 per cent.

The authorities want separate charges for the two kinds of courses because they have found that private training companies are being given much of the classroom work, leaving FE to provide the more expensive workshop-based courses.

The CBI's resistance to paying what the authorities argue is the true cost of the provision is that employers have been telling them that the total costs of training their YTS youngsters have turned out to be unexpectedly heavy.

Move to break college cash deadlock

MSC ponder rival plans on funding

Two rival plans to solve the deadlock over college funding were put before the Manpower Services Commissioners yesterday. They came from the main parties to the dispute, the Government and the local authorities.

The Tory-controlled Association of County Councils, which continues to oppose the Government's decision to divert rate support grant money to the MSC so that it can specify what the colleges do, offered a minor concession.

It suggested that the money should be channelled through the MSC but handed straight over to the local authorities in exchange for a formal promise to involve the Commission in each authority's non-advanced further education planning.

The MSC's own officials, who now clear all their major initiatives with the Department of Employment, put forward a plan for the money to be divided into regional budgets under the control of the Commission's regional directors.

Authorities would have to submit proposals saying exactly what they wanted to provide and at which of their colleges. They would also have to outline the local employment situation and show how they were taking it into account.

The amount allocated to each region - which may be different from the present MSC regions - would be decided by a national steering group which would include representatives of

employers, unions, the local authorities, and teachers.

The steering group's first task would be to produce criteria and guidelines covering the regional share-out of the money, the broad approach to planning, national labour market priorities, means of securing regional and local labour market assessments, and the nature and duration of MSC contracts.

Each regional director would also convene an advisory group, which would include representatives of the region's education authorities and teachers, as well as industry and the chairman of the area manpower boards.

In addition, the MSC would recruit a further education advisor to work for each of the regional directors.

Officials want the Commissioners to agree to set up the national steering group immediately and hope to have the whole system ready to deal with bids from the local authorities by the middle of this September.

The Association of County Councils - whose education committee know of the MSC officials' proposals when it met last week - do not consider it acceptable. Like the Association of Metropolitan Authorities, it remains committed to boycotting any steering group unless it is empowered to review the whole principle involved in the Government's plan to divert the money.

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Each kit contains a wallchart, which traces how a 'bad' advertisement was spotted, reported to the ASA, and stopped. In addition are 18 leaflets, which explain the workings of the ASA and the basic rules of legality, decency, honesty and truthfulness.

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SPECIAL OFFER TO ALL READERS

'More say' call for primary staff

by Sarah Bayliss

Six teachers at a Leeds primary school hold scale posts associated with a curriculum subject but in practice they have little influence over what happens in the classroom.

Her Majesty's Inspectors, who visited the Talbot primary school last autumn, highlight the need for curriculum post holders to influence, develop and monitor their subjects. They say: "Time is opportune for consultations which might lead to the re-definition of such responsibilities."

The school has guidelines for non-fully all subjects but, with the exception of one set for science, they are more than four years old and were drawn up by the previous head. A review of each scheme of work is necessary with particular attention paid to the needs of different age groups, the more and the less able.

Apart from the head and his deputy there are seven teachers above Scale One; one Scale Three and five Scale Twos have curriculum responsibilities and the head takes responsibility for maths. Another Scale Two is responsible for the induction of probationers.

Some staff have separate discussions on curriculum issues while their colleagues take a hymn practice or assembly. Sometimes the head takes all children so the staff can have a discussion. But the Inspectorate expresses a need for the whole staff, including the head, to meet formally to discuss the aims and philosophy of the school and

ways of implementing ideas.

A further criticism is that too additional help is available to individual class teachers, except year support with remedial teaching from the head.

The school, which is set in a relatively prosperous suburb, has 308 pupils in the primary department and 76 in the nursery. It is attractively decorated and well cared for and provides a calm atmosphere where the children are happy and relaxed.

Standards in reading and physical education are often high and by the end of the fifth year written English and basic maths range from satisfactory to good. Music gets a generous allocation of time and features strongly in extra-curricular activities. Peripatetic music is of good quality and the school orchestra and recorder groups show "great potential and steady achievement".

But in other areas standards vary too much. Science is not well organized and in topic work there is a heavy reliance on television programmes. HMI observed two age groups watching the same programme with the result that the older ones were insufficiently challenged.

HMI also expresses concern that there is too great a change between the flexible atmosphere in the nursery and an "over formal" approach in reception classes. Whole class teaching should be used sparingly in reception.

County CEO to retire

by Mike Durham

Mr Andrew Fairbairn, Leicestershire's Chief Education Officer, the longest serving county CEO in the country, is to retire at the end of August.

Mr Fairbairn, a leading advocate of arts and community education, has worked in Leicestershire for 25 years, nearly 14 of them as CEO. He has been only the third county education officer in the county since 1902.

September 1, has been named as Keith Wood-Allum - at present deputy director of education in neighbouring Northamptonshire.

Mr Fairbairn joined Leicestershire after working in Lancashire and Birmingham. He has been prominent in expanding community college provision in Leicestershire, and the provision of children in the performance arts as well as European technology.

OVERSEAS

Bitterness behind the tidal wave of reforms

UNITED STATES

Peter David reports on the shake-up in the education system

A fascinating glimpse behind the bright facade of the United States' new educational reform movement has emerged from New Jersey, one of the states caught up in what Mr Terrell Bell, the Education Secretary, described recently as the "tidal wave" of reform that has followed last year's hard-hitting "nation at risk" report from the Reagan Administration.

Like many states, New Jersey has been awash with educational commissions and reform plans ever since the report turned education into a lively political issue. The state was singled out for special praise last December when President Reagan told a national summit conference that a new plan by its Governor, Tom Kean, would lure successful mathematicians and scientists into the classroom and offer them a short-cut to a teaching qualification.

But if New Jersey is an example of the good things that have been happening in American education since the reform bandwagon hit the road, it is also a prime example of the bitterness changes can spawn. In an angry statement last week the American Federation of Teachers said some of the reforms proposed in New Jersey would lower educational standards and illustrated the dangers of a headlong rush to introduce change for its own sake.

On the face of it, New Jersey has responded with unusual energy to the national call for better schools. It has promised to raise teachers' pay and to introduce stiffer secondary school graduation requirements. It also plans to create a high-level, state-funded Academy for the Advancement of

Teaching and Management to provide retraining for teachers.

These and other proposals are part of an educational blueprint for reform drafted by the state with the enthusiastic support of its governor. Most have been widely endorsed by teachers and the general public, but one proposal has angered the teachers' unions so much it threatens to sour the whole plan.

The idea, essentially, is to get rid of one of the main disincentives to a teaching profession - teacher training. Instead of going through an elaborate traditional course, entrants under the new scheme will be able to become teachers by passing a test in the subject they want to teach and spending a year as teaching interns.

To qualify under the new scheme, intending teachers must already possess a bachelor's degree or demonstrate equivalent experience. They will then sit a subject-oriented examination which will provide them with a formal "notice of passage" enabling them to apply for a job in a school.

Once hired, the new teacher must spend between 20 and 30 days teaching under supervision and attending seminars on teaching skills. Thereafter, the teacher can take on full classroom responsibilities, but with "intensive support" from experienced teachers for the first ten weeks. At the end of the year the successful intern, or "provisional teacher", will receive a teaching certificate.

The plan will, the Commissioner of Education says, provide an "alternative" to the traditional route. But the training colleges, which now produce 70 per cent of the state's teachers, fear that the prospect of qualifying without lengthy training will prove so attractive that colleges will be unable to recruit students.

The teacher training colleges also believe the new scheme is hopelessly unrealistic about the hard work required to become a proficient teacher.

In the absence of proper training, they say, the new entrants will come to the end of their first teaching year in a state of "complete confusion and probably disillusionment".

In particular, the colleges say all teachers need to digest the traditional fare offered in a teacher training course - not just subject-based classes but also the theory of teaching and education.

The state Commissioner of Education takes the opposite view, one that is becoming increasingly widespread in the United States. It is that teacher training colleges have become so poor, and their curricula so muddled, that they actually present a barrier to bright students. Bypassing them, the argument goes, will open the door to clever and well-qualified people put off teaching by the low standards of teacher training.

Whatever the merits of the argument, the dispute in New Jersey has highlighted, perhaps for the first time, the conflicts that are inevitable when demands for reform come up against established ways and vested interests.

New Jersey's state governor and the Commissioner of Education see the "tide of reform" sparked by the Reagan Administration as an opportunity to force radical changes through a stubbornly unchanging educational system. Many teachers, on the other hand, believe the political momentum behind the reform movement has encouraged administrators to introduce untried schemes in too much of a hurry.

In a statement the American Federation of Teachers complained of the "inordinate speed" with which the changes were being introduced. In just over six months, the federation had pointed out, New Jersey had announced the new plans, appointed two successive committees to look into them, received their reports and scheduled hearings by the state government prior to legislation.

Projects that break down the barriers

FRANCE

Mary Follain on uniting school and community

The French Education Ministry is spending 110 million francs (£9 million) a year on an ambitious scheme of special educational projects in which a third of teachers and pupils in state secondary schools have taken part during the past three years.

The scheme aroused the interest of European colleagues at an EEC meeting because of its success in breaking down barriers between school and community. The French answer to the ivory tower attitude all too common to schools has been to give considerable financial support to activities involving outsiders, but forming an integral part of the curriculum.

The grants for these projects would make English teachers envious. If in a school of 600, for example, ten teachers and 200 children decide to produce a play in close collaboration with a professional company, they will receive between four and six thousand francs (£420 to £500) according to the area. The ministry would also contribute another 4,000 francs to pay for teachers' overtime.

The scheme has been a great success with teachers who say the projects bring a breath of freedom into an otherwise regimented curriculum.

But certain conditions must be met. The project must correspond to particular needs in the school and be approved by the representative school body. It must be one of three types defined by the ministry, and the school has to find some of the money before it approaches the authorities. The Education Minister, M Alain Savary, has set up a network of regional officials who have allocated grants for some 12,000 projects over the past three years.

Experiments during the past ten years have allowed teachers some initiative in the classroom but the present scheme is an historic first, according to M Jean-Claude Luc, who is in charge of the national scheme.

He insists that it is not merely a means of funding school plays or other vaguely cultural activities. "Twenty thousand teachers meet every year for two to four days for discussion with professionals - scientists, ecologists, journalists, etc - and to study new methods to suit the needs of our



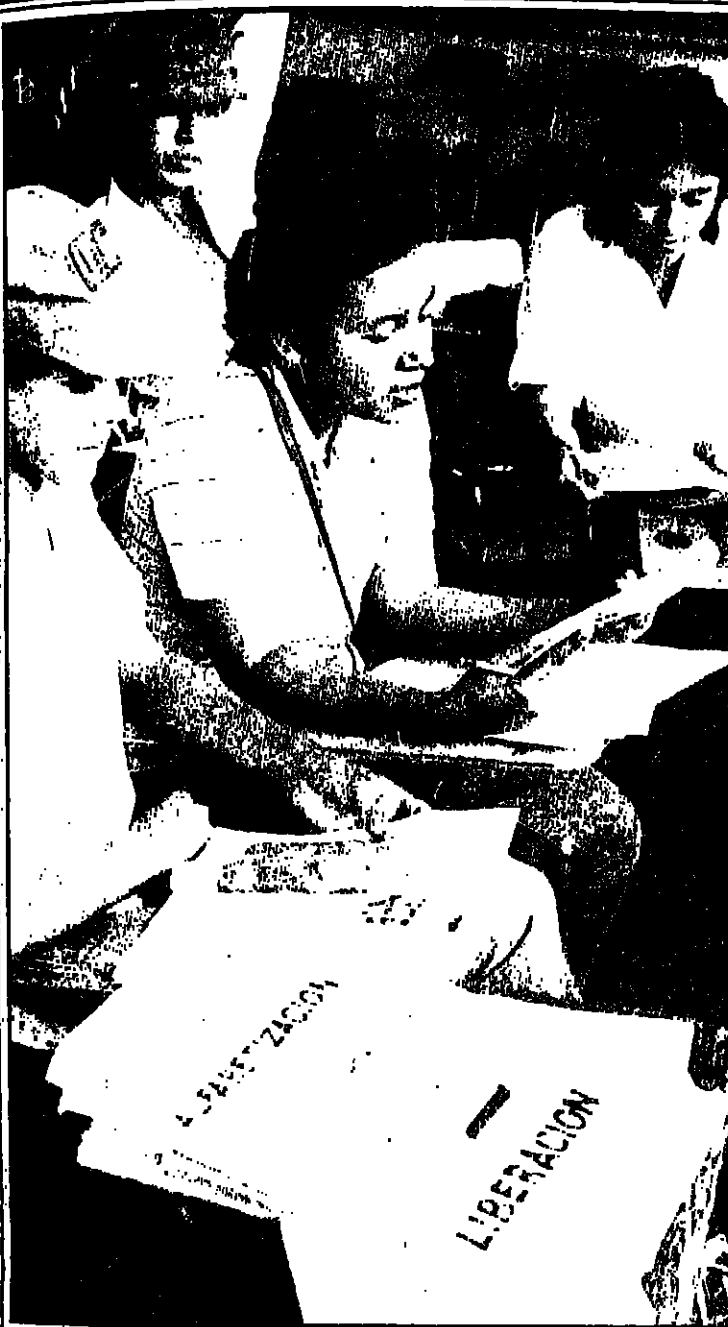
A poster advertising a project.

changing school population. We have a slogan: 'It's not teaching something new, but teaching it in a new way'.

The slogan applies above all to the first group of projects. A second group claims to improve the quality of life in the school and to alleviate cultural inequalities. Projects in this group include remedial education, provision of a quiet place of study, the third group is the least academic and perhaps the most criticized. It includes the decoration of schools by pupils and school clubs.

Critics for whom self-expression means heads down over French grammar verbs rather than the joyful dancing of school walls, complain that the scheme has given teachers too much freedom. However M Luc is confident that any abuse of the system will soon be picked up by inspectors and others. In any case, he points out, the project only runs for a single term.

Many of the projects involve local environmental studies under the guidance of ecologists or other experts. Many are scientific and technical. The school has made chairs for a neighbouring home for the handicapped while another is sending solar ovens to Upper Volta, and one in Rouen is making an aeroplane. Teachers' motivation has greatly increased, particularly among the less academic. M Luc says the scheme breaks down social barriers not only between school and the outside world, but also between cultural ones between teachers and pupils and even between the pupils themselves.



A weekend workshop for volunteer adult literacy teachers in Ciudad Dario, north of Managua.

OVERSEAS

The headaches caused by an education boom

NICARAGUA

John Bevan and Richard Lapper on teaching in a war economy.

"People are studying everywhere - in homes, on the street, under trees, in church porches - anywhere where there is space. There's been an explosion of interest in education," says Senor Jose Luis Villavicencio, the leader of Nicaragua's 19,000-strong teachers' union, Anden.

But Senor Villavicencio, who was in Britain recently to address both NUT and NUS conferences, says the success of this "education boom" is creating new problems.

The main element of the expansion is an ambitious adult education programme which is now in its fourth year. It is allowing the Government to consolidate advances made during the 1980 literacy crusade, when illiteracy was said to be reduced from over 50 to under 12 per cent in less than a year. The crusade attracted more international attention than the follow-up programme, although the latter will probably have more importance for the country's long-term education planning.

The way in which newly literate workers and peasants lose their skills through lack of practice has bedevilled literacy campaigns in other countries. But in Nicaragua some 150,000 of the 400,000 people who learned to read and write during 1980 are still developing and improving their new skills.

According to Senor Villavicencio, one of the reasons for the programme's success has been the commitment of the 25,000 volunteer teachers - *maestros populares* - many of whom are

themselves graduates of the literacy crusade. Each of these volunteer teachers has charge of between five and twenty pupils. Their work is arduous - involving activity five nights a week and sometimes also at weekends - and depends on a high level of self-sacrifice.

But adult education, says Senor Villavicencio is only part of a general expansion in education. Despite heavy demands on the state's limited budget - particularly for defence - spending on education has increased and an extensive school building programme has been started.

Demands for more and better education figure high on the priorities of trade unions, women's organizations and neighbourhood groups, and education issues are hotly debated in the Nicaraguan Parliament, the Council of State. As a result, school and university numbers have increased dramatically since the 1979 revolution.

Extra demands for learning have, however, placed severe stress on a system in which resources are stretched.

Nicaragua is constantly on a war-footing and spare-time duties in militia and other popular organizations eat into study and preparation time. University students have constantly disrupted their study by serving in the volunteer reserve battalions (although the introduction of conscription last year is expected to regularize the situation). As a result, academic standards have fallen and what Nicaraguans call "low academic productivity" has become the subject of fierce national debate. A national commission, set up last year by the Government, is still investigating.

Anden forms part of the commission, but Senor Villavicencio fears there is a tendency in some quarters to make teachers scapegoats. The union believes planners have been swamped by the new interest in education and that the country as a whole has the responsibility to get things right. Anden says programmes to increase the training of professional teachers should be a priority and that more training colleges - at present there are eight - should be opened.

Teaching materials - like study plans for teachers - are poor and textbooks are inadequate. Anden also believes that education administrators are too preoccupied with the quantitative aspects of education - like school numbers, rates of absenteeism - and insufficiently interested in the quality.

● The World University Service, in conjunction with Anden, the Nicaraguan teachers' union, is organizing a study tour of Nicaragua with a special emphasis on education. The tour will take place from August 12 to 28, and cost £790. Further details from John Bevan, WUS, 20 Compton Terrace, London N1.

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Temporary jobs get union approval

Dutch teachers' unions have reacted very positively to the plan of Mr Wim Deetman, the Education Minister, to create 8,000 jobs in the next two years.

Unemployed teachers (excluding university teaching staff who are ineligible), who are less than 32 years old may apply for the 32-hour a week posts. The idea is that they can be employed mainly in areas of teaching

which, because of understaffing, have been neglected in some schools. These could include jobs in areas of educational reform such as middle schools, education for disadvantaged groups, and the integration of infant and junior schools, now under way to comply with the new Basic School Act.

The jobs will be partly financed by money saved last year on unemploy-

ment benefits, and after two years more than 2,000 of the temporary posts could remain.

In order to create a further 600 permanent posts Mr Deetman wants to retain for the time being the new lower retirement age of 59, while teachers over 55 may also have a day off a week and receive 80 per cent of their earnings.

Lynne George

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First rate

Kerala state in south-western India has won the first national prize of £1m (15 million rupees) for "excellence of performance" in the enrolment of girls in elementary education during 82-83.

Kerala has for a long time had the country's highest literacy rate (now 70 per cent, as against 37 per cent for the whole country). It also has the highest female literacy rate (65 per cent), with Maharashtra (capital, Bombay) trailing behind in second place at 35 per cent.

The second prize for female elementary enrolment in 1982-83 was won by Punjab and the third by Maharashtra.

The awards are part of a national incentive scheme to stimulate competitiveness in enrolling and educating women. There are three categories of prizes: one for elementary enrolment, the second for enrolment in non-formal education in educationally backward states, and the third for adult literacy.

Madhya Pradesh in central India was awarded the first prize for non-formal enrolment, with Rajasthan and Uttar Pradesh second and third. Five states each got 2½ million rupees (£200,000) for their achievement in spreading female adult literacy.

Radical change planned

SOVIET UNION

Moves announced earlier this year to reform secondary schools (ZES, January 20) have now been elaborated by the Communist Party's central committee. They include considerable pay rises for teachers, as well as improved welfare conditions and retraining programmes for the profession.

From September there will be a gradual staged increase in the pay of teachers and other educational workers, amounting to 30-35 per cent. The awards will cover six million workers and cost about 3.5bn roubles (£3.2bn).

Pravda, the party newspaper, pointed out that it would not be easy to find such a sum. Nevertheless, it was a sound economic investment which would pay off in raising standards and developing youthful talents, it said.

The school reforms, aimed at bringing schooling and work closer together, should improve the overall structure of Soviet education, the Plenum of the central committee was told. The new structure will include primary schooling from 6 to 10 years; secondary schooling from 11 to 15 years; and

secondary and vocational schooling combined, from 16 to 17 years. At present Soviet children start school at seven.

The earlier outline proposals made last June after union-wide consultation that school-leavers were unable to work.

The latest reports of the planning sessions indicate that basic training will well beyond the contemporary needs of Soviet society.

The reports add that the labour in the various sectors of further education will be arranged according to the demands of the economy.

The numbers of 15-year-olds entering the secondary trade-schools will approximately double. Those who leave school without completing their secondary education will be able to attend evening schools, or enrol for correspondence courses.

The priority reports reveal a new plan to cut the maximum class size from 15-year-olds down to 25, and for 17-year-olds down to 25.

Kenneth Shaw

Young Jews turn a deaf ear to Arabic

ISRAEL

Benny Morris on the growth of a potentially dangerous language barrier.

Although the Jewish state is surrounded by a sea of Arabs, very few Israeli pupils are bothering to study Arabic.

In the non-religious, academic stream schools, only 5 per cent of students take Arabic as a major subject. The percentage of students who study no Arabic at all or insufficient to take the Arabic examination in the matriculation is close to 87 per cent. Hebrew, mathematics, English and usually one of the sciences are compulsory matriculation subjects.

In the religious high schools, even less importance is attached to Arabic. Less than 2 per cent take it as a subject. In matriculation while 95 per cent learn Arabic or get only a taste of the language.

In Yeshiva high schools (which prepare pupils for advanced Yeshivas, where candidates for the rabbinate are trained) no Arabic is taught at all.

The figures have been released by the Government's Central Bureau of Statistics, which has also pointed out that more girls than boys are studying Arabic.

The inspector for Arabic in the Education Ministry, Yaakov Gargir, said that he had tried for years to persuade the ministry to make Arabic a compulsory matriculation subject, with compulsory teaching of the language for 10 to 16-year-olds.

In an article in the leading Israeli daily, *Ha-Arava*, Professor Sasson Smolish, head of Tel Aviv University's

Arabic department is quoted as saying: "The situation is beyond the catastrophic - we are not training people, at any level, to enable them to confront the Middle Eastern reality in which Israel exists."

Egyptian President Anwar Sadat's visit to Israel, and the start of the Israel-Egypt peace process in November 1977, gave an important fillip to Arabic.

The Education Minister, Ze'evulun Hammer, subsequently decided to double the number of Arabic pupils and substantial sums were allocated to the subject. But during the past two years Arabic has been one of the victims of the education cuts.

In 1982 no fewer than 6,000 teaching hours of Arabic were cut from the elementary school programmes, which cater for 6 to 14-year-olds.

□ Israel's technological and scientific industries and parts of its defence system could collapse because of a growing, acute shortage of technologically trained manpower, a recent study has shown.

The study, by the Government's Central Bureau of Statistics, was presented at a meeting devoted to science education at Jerusalem's Van Leer Research Institute.

It probed pupils' preferences and subjects of study in the senior years of high school. It covered 17,000 18-year-old pupils, 14,000 of whom were studying in academic (non-vocational and non-agricultural) high schools.

Of the academic high school pupils, it was found, only 8.2 per cent took advanced level chemistry, while 73 per cent either took the most minimal course necessary to graduate or no chemistry at all. Only 11 per cent took advanced level physics, while 79.2 per cent took the minimum necessary or none at all.

LETTERS

Overseas students are not a 'cash commodity'

Sir - I read with interest your article of June 15 "New attempt to woo more foreign students".

The British Council is no doubt to be applauded for its entrepreneurial approach to cultural diplomacy in the face of "swingeing cuts". Furthermore, Sir John Burgh's statement that the first goal of the scheme would be to regain Britain's share of the total of overseas students can only be applauded by those who are aware of the ideological, educational, diplomatic and trade benefits of international educational exchange.

UKCOSA, the national representative body concerned with the interests of overseas students in the UK, was at pains to warn the Government of the likely effects of the introduction of full-cost fees on the enrolments of foreign students. Our predictions were justified, hence the need to recruit. But this recruitment is taking place in a financial context which means that overseas students represent a subsidy

to institutions' overall costs. The more overseas students are seen as a financial commodity, the greater the danger that we will recruit the wrong students to the wrong courses for the wrong reasons.

Equally worrying is the lack of attention frequently paid by institutions to the academic, social and welfare support provided to overseas students. The "swingeing cuts" suffered by the British Council have also been suffered by the education world at large and in many institutions one of the first victims is student support services.

There is no doubt that the best advertisement for British education overseas is satisfied customers. Equally, the fostering of goodwill and positive international relations depends primarily upon the quality of the experience of the overseas student. Responsible and mutually beneficial recruitment must, therefore, take into account the special needs of overseas

students, ranging from appropriate and realistic pre-arrival information to special study skills and English language programmes.

Equally, the staff of institutions need to be professionally equipped to receive the new contingent of overseas students. From our experience as consultants to institutions wishing to improve their services to overseas students, UKCOSA is far from satisfied that these issues are taken into account sufficiently when the pressure is on for colleges to recruit for financial reasons.

Ultimately, however good a selling job the British Council is able to do, it will be the after sales service that counts.

GAIL TAYLOR
Executive Secretary
United Kingdom Council for Overseas Student Affairs
60 Westbourne Grove
London W2

Respect wanted

Sir - As a member of the NUT who is on strike I have encountered a good deal of hostility from the public. I am still having difficulty getting used to the abuse. Perhaps my problem is that I don't feel sufficiently greedy, vicious or callous. The only thing I feel at present is poor. So I am still surprised every time I hear a sneer behind my back.

I know and I respect the right of the media to jab a needle into everyone's prejudices by reporting the facts "impartially". But perhaps you will allow me to make one point in answer to all the political sagas who gather on street corners with their shopping bags or else pop up from behind garden walls to deliver a well-aimed curse.

We are not striking for more pay. We are not even striking out of sheer

cussedness. We are striking for the pay we would have got in 1974.

We feel that the constant erosion of our salaries compared with everyone else's is degrading. In short, what we are asking for is a little bit of respect.

T FALCONER
5 The Cloves
Kidlington
Oxon

Easy life?

Sir - Bernard Barker ("The Last Straw", June 15), as is usual with teachers arguing their hard lot, presents the worst case as typical.

As a headteacher he must know most teachers work nowhere near a 60-hour week. Unless his school is wonderful he must see some teachers darning home empty-handed while the closing bell still rings.

Education for all

Sir - I could not believe my eyes when reading Paul McGill's front page "flag" item about the closure of Ulster schools (TES, June 15). There has never been such a thing in Ulster as a "Protestant" school. The state has always provided education for everyone. It is the Roman Catholic section of the population which has been segregated by the Church in its own schools.

As for labelling Lagan College "non-Protestant", anyone who follows

remotely Ulster affairs must know the Lagan College is completely inter-denominational, being set up by Catholic and Protestant parents at great sacrifice and effort in order to try and create a generation completely integrated and oblivious of the difference in religion. Incidentally, that school is growing rapidly and state aid was long overdue.

DOROTHY HOOK
28 Rockford Avenue
Shenfield
Brentwood
Essex

Drop the dogma

Sir - Barry Napier's letter (June 8) shows exactly what is wrong with religious dogmatism in a pluralist society. When he describes the rationalist position as piracy, he is not advancing truth, but attempting to deny his opponents freedom of speech - whether in the media or in education.

My reply to his serious points is as follows. In general, freethinkers favour impartial and rational discussion of such controversial subjects as religion and evolution not in order to attack religion or advance humanism, but in order to increase freedom of thought and knowledge of facts - and in order to follow the arguments wherever they may lead.

In particular, freethinkers consider that Christian doctrines and scriptures are as suitable for critical investigation as any other ideas or writings - including our own.

Finally, freethinkers are not afraid to face Christians in debate, but are glad to do so at any time and in any place where the rules of openness and courtesy are observed. We are as much opposed as anyone else to the one-sided treatment of Christianity - as in religious programmes on radio or television or religious instruction in schools - and are in favour of an approach which is objective, fair and balanced.

NICOLAS WALTER
Nationalist Press Association
88 Tillington High Street
London N1

War memories

Sir - I have been commissioned by André Deutsch to compile an oral history of the second world war, based on the recollections of ordinary men and women, and wonder if any of your readers have any interesting experiences to contribute and would be prepared to be interviewed about them.

I am concentrating on five themes,

one of which is education and schooling. I am interested in the experience of both children and teachers. The other themes of the book are: city life, and changing role of women; attitudes to outsiders, and political pacifism.

JONATHAN CROALL
22 Bicester Road
Richmond
Surrey



Lawrence Stenhouse... being remembered at University of East Anglia.

In memoriam

Sir - May I put the record straight over the University of East Anglia's memorial to the late Professor Lawrence Stenhouse (Christopher Price's Diary, June 8)?

Lawrence Stenhouse was a much appreciated member of this community and a refreshingly innovative figure in the world of education. We are proud that he was so closely associated with UEA. After his early death the university sought to promote his work and honour his memory by the most appropriate means.

The most practical way - and the one I believe Lawrence would most have approved - is that we have maintained and actually strengthened the Centre for Applied Research in Education (CARE) - the unit we set up as a base for Professor Stenhouse in the face of the debilitating cuts of the last few years.

Lawrence Stenhouse held a personal chair; we have converted that into an established chair and it has recently been filled by Barry MacDonald, a member of Lawrence's old team. The School of Education launched an appeal in memory of Lawrence Stenhouse to finance an annual symposium bearing his name to "provide for the inventive exchange of ideas in which Lawrence delighted".

As for the new building mentioned by Christopher Price: that is to house the whole School of Education, of which CARE is an important but small part, as well as the School of Computing Studies and Accountancy. The building has many begotten. During our 20-year history we have been enriched by an enormous number of intellectual benefactors. Lawrence was among them. In addition we have received devoted service from countless individuals whether scholars, students, administrators, gardeners, or porters. Many of these we honour in some way. But what constitutes an outstanding contribution and how best to bestow honour are delicate matters.

JOHN BULL
Head of Frecheville Campus
Fox Lane
Sheffield

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Concern about admission of rising-fives

Sir - Having read the article by Sarah Baylis (TES, June 8) highlighting differing policies in relation to the admission of rising-fives, I wish to express the deep concern of our association to the whole policy of school entrance dates.

The practice of admitting children to school at the beginning of the year in which their fifth birthday falls is growing. These children, referred to as "rising-fives" are in many cases barely four years of age. Are we, therefore, advocating that the statutory age of entry into primary education be lowered to four years of age?

If this is so, may we draw your attention to the DES Circular (2/73) which clearly states that when considering the admission of children under five to reception classes in primary schools, "authorities should ensure that the hours of attendance,

staffing, programmes, accommodation and equipment to those appropriate to nursery classes".

We maintain that the needs of the four-year-old child in the nursery class or reception class are identical.

The research committee of our association, in collaboration with our members throughout the country, are currently involved in an investigation as to provision for four-year-old children. The aim of this research is to consider what constitutes "good practice" for four-year-old children whether they be in nursery or reception classes. The final outcome of this research will be presented at our AGM in October.

DOROTHY FAWELL
National Chairman
British Association for Early Childhood Education
London SE11

Better after

Sir - I was concerned to read that rising-fives are to be "favoured" with early school entry because of pressure from parents and teachers.

Any caring parent or teacher should be thinking of the injustice of depriving a four-year-old of irreplaceable years at home. A caring, loving parent dividing his or her time between two or three children at home is much kinder than an infant teacher offering a newish (or even a thirtieth) of her time and the noise and hassle and tremendous pressure of being temporary "mum" to a large group.

Far better that our children start school after five and we use our teachers as teachers and not as free child-minders. The only equality you can achieve is for all babies to be born on the same day, and as that is not possible, we must not be in such a hurry to deprive pre-school children of their years at home.

JANET E WILSON
69 Kimberley Road
Nottingham

Nottingham

Atlantic studies

Sir - As a relative newcomer to education, I am taken aback by the determination of some educators to let no question drop, so that the conclusion of one debate is merely the agenda for the next, and to argue each case from first principles, without personal knowledge of what they are talking about.

In recent issues of *The TES* the question of Peace Studies in schools, which I had thought disposed of, has again raised its passionate head. Baroness Cox and Roger Scruton, who have not visited Atlantic College, have, so it seems, described our Peace Studies

course and others, as biased, irrelevant, downright disreputable, pie-eyed and academically incoherent. I am enchanted by the academic coherence and precision of their language; but I wonder who they know.

According to *The TES*, they also say we should attend to the real nature and purpose of a school curriculum and concentrate on mathematics, history, English or French. I have news for them. The students at Atlantic College, drawn from 60 countries, virtually all of them on scholarship, and over 96 per cent of them destined for university studies in their own countries, as part of the International Baccalaureate Diploma, required to study mathematics, at least one science, at least two languages including their own, and at least one "Study of Man" subject including history, economics and geography.

This is a demanding and academically rigorous programme, equivalent to about four and a half A levels. I wonder how many of those academic institutions of which Cox and Scruton approve could say the same?

But beyond all this I am dismayed by the shortness of view of some educators who seem to believe that education for life is simply a question of labels and lists of subjects. Tweed-dee had a word for it. "If it was so, it might be; and if it were so, it would be; but as it isn't, it ain't. That's logic."

A. C. STUART
United World College of the Atlantic
St Donat's Castle
Llanwnda Major
South Glamorgan

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

LETTERS

Summer sufferers

Sir - Congratulations to Mrs Platts on her work to bring about "Equality for the rising-fives".

There seems little credit attached to L.E.A.s in offering "equal opportunity"

in their comprehensives when in many cases the educationally deprived summer-born child is inadequately prepared to grasp the offering.

R BATES
6 Powell Close
Toft
Cambridge



Rising-fives: a cause for concern

ment of private play groups locally.

I am tempted to believe that this may be the embryonic stage of a new strand in Tory thinking. Never mind the 1980 Act's espousal of parental choice; never mind the 1981 Act's principle of integrating handicapped pupils (the excellent class my own children attended is partly integrated with a unit for deaf children, and I am delighted with the understanding and acceptance of handicap this has given them). Here is the

being kept out of school until the following September. How the mistake arose I do not know.

M G NICHOL
Director of Education
Wirral

Preferred system

Sir - In "Equality for the rising-fives" Sarah Baylis notes that Cambridgeshire is one of the authorities which do not allow children to start school until the term after they are five.

While a number of admission policies exist in Cambridgeshire, many schools do in fact admit children during the academic year in which they

new gospel.

But perhaps after all it is not so new. As evidence steadily mounts that educational standards are rising, is our leader's pre-occupation with vocational training a mute testimony to the belief that quality in the state sector is a threat to the private sector?

J DE BLACQUIERE-CLARKSON
Ashe House
Pratts Bottom Kent

are five.

It has been the policy at this school for many years, for example, to admit all the rising-fives in September. Those born between September 1 and December 31 have full-time provision immediately. Those with birthdays between January 1 and April 31 come part-time until Christmas and then attend full-time all the year.

Admittedly, this does put the younger group at some disadvantage, but is preferable to a system with denies them a year's schooling.

SYLVIA BARRATT
Headmistress
Milton Road Infants School
Cambridge

Helping women

Sir - During the past few months, a small but active group of professional women from the educational world in the north west area, have been meeting to discuss the many problems and difficulties which are encountered in their quest for recognition of their various abilities, and in their pursuit of promotion and career enhancement.

The response from educationalists generally, that is, advisors, administration, educational psychologists as well as teachers from all age groups and subject areas and from men as well as women, has clearly shown that there is a great need, not only in the north west, but also at national level, to unite and form a strong association which would consider the problems and ultimately take appropriate steps to resolve them.

At a well attended meeting last week, there was a decision to formally set up such an association, to be called "Women in Education: The National Association". Any person will be welcome, man or woman, who is supportive of the basic aims and philosophies which are briefly:

1 To be supportive of women in education.

2 To be involved in training/re-training and re-entry into the profession.

3 To educate the public and professional about women in education, applying pressure to change attitudes wherever necessary.

4 To enhance prospects and opportunities for promotion, looking at the whole structure of training and the appointments system.

5 To be non-political, non-union and non-feminist.

Affairs of the association will be conducted in a highly professional manner, setting standards which will command respect and enhance the standing of all educationalists.

It is hoped to hold an inaugural conference at the Cumbrian Grand Hotel at Grange-over-Sands on Saturday October 20 1984 (with the option of a weekend stay) to which eminent speakers will be invited and officers of the association will be elected.

Those interested in joining may contact: either Mrs Heather Shaw, Headmistress, Preston Parklands High School, Moor Park Avenue, Preston (Tel. 84145 or Home Freckleton 632619) or Mrs Vera Chadwick, Deputy Head, Knowle High School, at the address below (Tel. 3251245522 or Home 852845).

VERA CHADWICK
Knowle High School
56 Annes Road
Blackpool

Now, Peak Mathematics provides even more help for teachers

July sees the publication of two major aids for teachers of Peak Mathematics

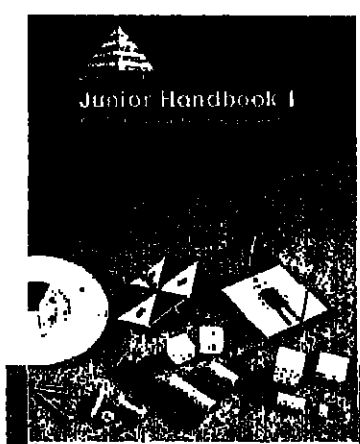
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Name

School

Address

TALKBACK

Goodbye to all that

JASPER KAY

Today I am head of languages of a large 11-18 comprehensive school. What I shall be on September 1 I do not know. Because after 25 years of teaching, and the last 10 years as head of a happy and thriving department, I have handed in my notice. My successor has been appointed and I am planning a language department timetable which does not include my name.

Why then, at the age of 50, with a wife and four dependent children, have I thrown up a good job without any paid employment to go to?

I have always had doubts about what goes on in secondary schools, but recently these doubts have worried me more and more, so that I no longer feel I want to continue to suffer the strains and pressures which are involved in working in what seems to me to be an ill-conceived charade.

Whatever minor changes have taken place during the past 20 years, the school curriculum still seems to be based on a nineteenth century grammar school curriculum - and this for people who will spend the greater part of their lives in the twenty-first century.

Life in a comprehensive school is based on academic work. We sit at desks or tables, we read, we write - our basic tools are books, papers and pens. And yet for many children these things are of comparatively little importance. But they have to use them, because we academic teachers find them important. We like reading and writing and are good at it, so the children in our charge have to spend much of their day reading and writing. We make up the rules of the game, we make them play our game and then blame them when they fail.

And fail they do, for four O level passes are considered the minimum for academic success then well over two-thirds of our pupils are failures. Many children leave school with grades which can only be described as deplorable.

I sometimes try to imagine what it must be like for a non-academic child to have to spend all his working day grappling with the written and spoken word. How would I feel if I had to spend all day working, say, in a garage, grappling with the inside of a car - an environment which is totally alien to my interests and ability? I would no doubt report sick on day three and stay away as long as possible.

What are secondary schools trying to do? It seems to me to be less and less clear. The main problem is that we break education down into a large number of small units and if you do this then it becomes more and more difficult to put the various units back into a whole.

The curriculum is first of all divided up into departments or faculties, and then the departmental timetable is divided up among its teachers. Within a language department we may have a number of different elements - French, French studies, German, Spanish - and each teacher is teaching in his or her own particular way in his or her own little box and we hardly see

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what the others are doing. Of course there is team teaching in some schools (and very good a lot of it is too) but this is the exception.

Other departments divide up their work into small units or modules, thus making an overall picture difficult to see. It is rare that one department has more than an inkling of what another department is doing and even a deputy head in charge of curriculum may not have a full picture.

In addition to this we divide up the school day into units of four, six or eight, so pupils spend much of the day rushing from one room to another, doing a variety of subjects which all demand a different approach with a variety of teachers who all make quite different demands as regards behaviour, classroom procedure and attitudes. In this chaotic situation it is a wonder that anyone learns anything at all.

The biggest hindrance to all real education is the exam system. The system is used quite erroneously by employers as a simple way of assessing suitability for a job. It is used by parents as a way of estimating progress at school. But of course an exam records only a certain type of skill and ignores many other much more important qualities. So it would be a positive step forward to see an end to all exams except for those pupils going on to further or higher education.

All school reports should be based on continuous assessment and records of personal achievement. The latter would encourage children to take more responsibility for their own development. Part of the present discontent in schools stems from the "them-us" relationship between pupils and teachers. If it became clearer that we were all on the same side, and that children are not simply the consumers and the teachers the providers, then this could lead to a really positive change in attitudes.

The next step would be to break down the timetable completely so that much longer periods of work could be spent on a single area of study. That is to say that one class could have biology, say, for a whole day, or a week and this would ensure that a good balance could be found between classroom and field work. All subjects should have a practical application. All history and geography in the classroom should be backed up with at least a similar period of time spent out of school.

In English you read a play and then go to see it - or better still perform it. You would only learn a foreign language if it were linked to a prolonged stay (at least two or three weeks) in the foreign country.

There seems to be a golden rule that you must do a bit of every subject every week. Why not have one whole week for one subject and then not again for several weeks? One of the most ridiculous examples of the fragmentary nature of our timetables is in the reading of a novel either in English or in a foreign language. Surely in normal life the obvious way to read a novel is as quickly as possible, not as we tend to do in schools for an hour or two once or twice a week. And the present drip-feed way of learning a language is generally recognized as being the worst imaginable.

Then there is the enormous field of leisure which is sadly underrated in most schools. We teachers are too busy to have much leisure, so we assume that others don't have it. But we have hardly begun to come to terms with unemployment and the shorter working week. All sport, art, craft, music, hobbies and community work should be at the very centre of the school curriculum, not an optional extra on the periphery.

Of course all this would mean a great deal of reorganization and much rethinking by teachers of their role. But the time is ideal. With falling rolls there are empty classrooms and unemployed teachers. If only an imaginative and far-sighted government could invest its resources into helping young people grow up into happy, purposeful, community-minded adults.

So at the end of July I shall say good-bye to classroom teaching as I have known it all my working life. I have no regrets.

Jasper Kay teaches at Impington Village College, Cambridge.

Contributions for TALKBACK should be 750 words or less and addressed to: Talkback, The TES, Rixley House, St John's Lane, London EC1M 4BX.

Chair in research

DOLLY HARMER

Much research has been carried out to discover ways to promote the best in education for our children. Studies in attention span, motivation, curricula, and the like, abound.

But I have yet to see one concerning comfort.

I had occasion, recently, to attend a seminar in a local secondary school. Because it was a source of my choice and highly motivating, I was able to profit from it. Had it been otherwise I

The wonder of war

BRIAN HUDSON

At a recent book fair, my attention was seized by the image of a "John Wayne" type figure complete with clenched teeth, square jaw, combat gear and automatic weapon which appeared to be about to pounce upon the observer from the cover of a children's book entitled *Weapons and Warfare*. The book is described as a "factbook" and is one of what claims to be an exciting series of information books on a range of subjects.

The initial section of the book deals with "The First Warriors" and our children are presented with their first piece of factual information, namely that "war is just as much a part of human life as eating and sleeping". They are further informed that "no-body really knows why we go to war so often, or why we wage it so murderous". There are so many possible explanations, only a fight could ever sort them out.

The assumptions underlying these statements are quite astounding. As a parent of two young children and as a governor of a primary school, I have become increasingly aware of the

Bad form

ANDREW GOODWYN

Over the past two years *The TES* has included a number of articles about applying for promotion. I have recently been applying for head of department posts in secondary schools and having eventually gained a post I look back over the ringerole with anger.

The local education authorities seem to have designed the application process to be as frustrating as possible for themselves and for the unfortunate applicants. The whole process is exhausting, time consuming and often extremely repetitive. It need not be like this.

It is not just that the school or authority can be remarkably vague about the nature of the job because you can always try and find out more for yourself. It is the extremely awkward way in which you are asked to present yourself. To begin with you are expected to labour over every application form and to sell yourself as forcefully as possible often just to get a look at the place, never mind the job itself.

"And quite right too," cry the prospective employers, I would agree with them, completely if those employers designed the means of application with equal care and thought. At least, a few schools avoid problems entirely by asking for a curriculum vitae and letter of application. To those helpful schools or authorities who can send off your CV, immaculately prepared, typographically perfect, attractively, impressively worded and containing everything they need to know about you. With this impeccable document goes your letter of application about the particular job and your special aptitude for it.

I actually enjoy writing these letters. I like real cover letters which are relevant and significant aspects

would not have stayed beyond 10 minutes. As it was, by the end of each session, I was squirming in my seat as much as any hyperactive youngster. The problem does not go so much concern our youngest students. Infants are not expected to sit still for long periods. It concerns the fifth and sixth-formers, who may during examinations, be required to sit for hours at a time.

The chairs provided for my seminar were among the newer designs in school furniture. But for comfort, an old-fashioned church pew would be preferable.

If the Design Council could find a remedy, maybe exam results would show a realistic improvement. Would not research in this area be worth considering and less expensive than further studies into seeming academic failure?

potentially corrupting influence of war upon children. This is described by John Rae in his booklet *Children and the Myths of War* as a by-product of "the virtue industry of war".

He makes reference to children's ready acceptance of false standards such as the belief that killing is right so long as it is the enemy that is being killed. For evidence that such standards are rife in our society, one need go no further than the reactions of the gutter-press to the sinking of the *Belgrano* and to the consequent loss of life that it entailed.

On further examination, my "factbook" became the source of even more worrying attitudes and assumptions. Under the section entitled "How powerful is a Nuclear Weapon?" our children are informed that, "The immediate blast would kill millions of people and millions more would be injured - all by one single nuclear bomb!" It seems to imply a response from the reader marvelling at the wondrous power of just one of these awesome devices.

The final section of the book is entitled "War in the Future" and features the cruise missile - I must admit to understanding that the deployment of cruise missiles was supposed to deter war, but then perhaps the authors may know something that they are not telling the rest of us. After describing it as "a revolutionary new weapon" and likening it to "a fish out of water", the authors continue by stating that "most amazingly of all, after hugging the ground for hundreds



of kilometres it can still hit its target with a pin-point accuracy of within metres from where it was aimed."

I have no doubt that there will have been an outcry from our appointed guardians against indoctrination if the authors had gone on to describe the effects of these terrible weapons upon their victims: the those who were not part of the military killed instantly due to blast and heat, would die a slow lingering death from radiation sickness - the early symptoms of which would be nausea, vomiting, uncontrollable thirst, loss of appetite and fever followed later by "even more amazing" but horribly undecipherable symptoms. All of this would have been labelled as "laterational propaganda" without a reference being made to the glorification of war and violence that had preceded it.

I do believe that, potentially, this book is a source of indoctrination, particularly insidious and subtle far more so than that of which we have heard of in the past. Such a source of indoctrination is a recent work. Teachers do have an important task in recognizing and challenging the militaristic values in our society which glorify violence and machines of death and mass destruction.

Brian Hudson is Chairman of Governors at Stainthorpe County Primary School, Lancashire.

Teachers who are surely too exhausted to have any interests even when they do occasionally have spare time.

This mention of time brings up a my strongest point of complaint. As I suggested, most teachers apply for several jobs before successfully gaining this means that they may have to do the same form again and again - the benefits from this? Surely the CV and letter must be better than this monstrous duplication.

Before I am accused of being one-sided, let me say that I do, of course, recognize the needs of the authorities and of those unfortunate teachers who have the task of sifting through those endless applications - it would be quite absurd for applicants to receive just any information that the applicant fancied to send. However, at the moment, I feel that not only is all the convenience on the receiver's side but that they are not even creating the circumstances that would provide the best field for the candidates were given the best opportunity for putting themselves forward.

Curriculum vitae already follow an accepted pattern and it would not be difficult to standardize this convention even further with the concerted effort of the teacher training institutions and the Department of Education and Science. The L.E.A.s themselves could also send checklists to candidates to ensure that their CVs contained all the necessary information; at the least they would save the cost of authority forms. If the particular authority's policies then these could easily be appended by the candidate to the letter. The candidates could then concentrate on producing a really effective CV and letter.

For the world of education which prides itself on communication skills must be scope for improving this method of communicating, time for reform of the form.

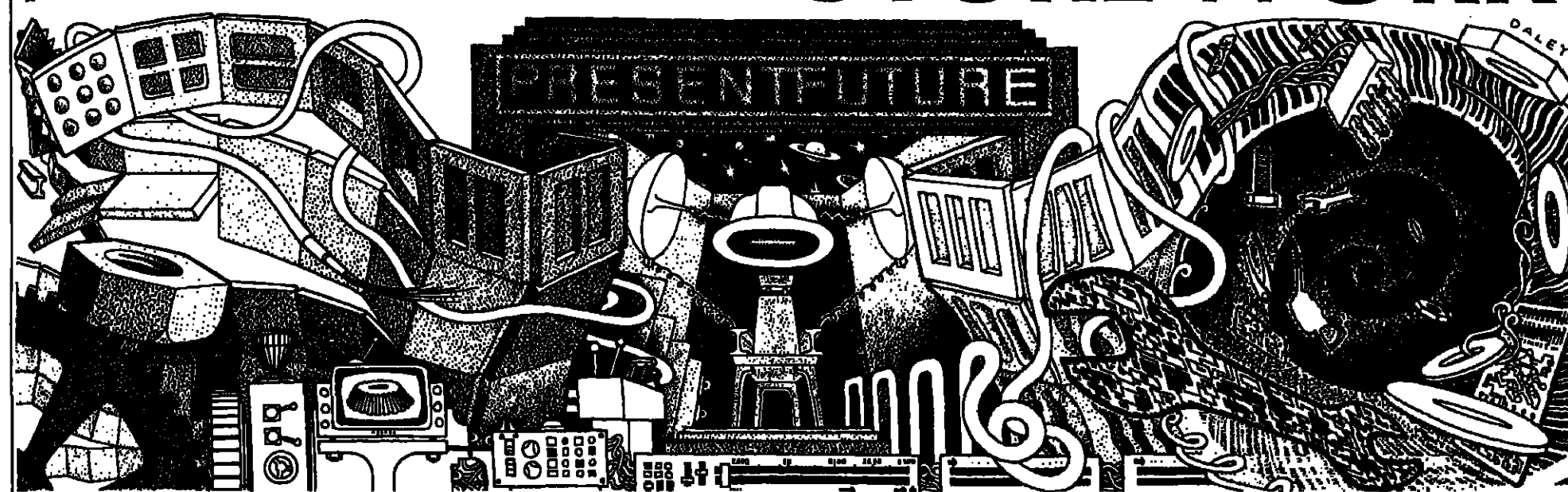
Andrew C. Goodwyn is Head of English at Newer Hill High School, Harrow.

year of invention for the majority of

FEATURES

Results of *The TES* Engineering Essay Competition

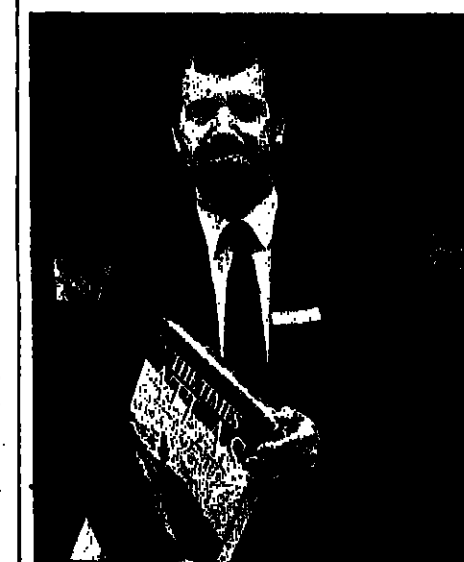
MAKING THE FUTURE WORK



To focus attention on the important part science and engineering will play in our future, the Times Educational Supplement and the Engineering Careers Information Service jointly sponsored an essay competition for teachers and careers officers.

Entrants were asked to write up to 750 words on women in science and engineering, school links with industry or encouraging bright students to go into engineering.

Below (left) Peter Owens's first-prize winning entry in the teachers' section describes the benefits of the close links developed between his school and a nuclear power station. The top careers officers' essay was by David Shearer (below right) receiving his prize from Baroness Phillips. It gives a glimpse of what starting work might be like by the end of the century for a young girl leaving school at, what some might think, by then, improbable age of 16.



It is four in the morning. Eighty feet below us is the reactor charge, and another 80 feet below that is the reactor itself. We are at the top of the fuelling machine, which has just been lifted clear of the reactor, and inched to one side, 300 tons of metal moving so slowly that you can hardly see the sideways drift. Now the links to the crane have to be wound out of their shackles, so that is why the operator and I are here, sweating in our overalls, gloves, caps and overshoes, winding the handle round and round.

Later, as dawn is breaking, there are blue reflections from the lake behind the dam, wisps of steam blowing away from the turbine hall. In the control room, the shift engineers are lounging in the circle of control desks. This is the first night on duty, and body clocks don't like it. The floor is the favourite chair, backs to the desks. Elsewhere, plant operators are struggling to keep awake in a deadening roar of motors and turbines.

I'm on holiday. At least, it's the holidays for the school where I teach. I have been seconded to the CEB's Trawsfynydd Nuclear Power Station, on a fellowship run by the Institutes of Mechanical and Electrical Engineers. At the station I have been everywhere, and talked with everybody and anybody. I have had chances to listen, discuss and learn in a way that just is not possible in a normal school day. I have had the chance to make and strengthen personal contacts.

Of course, the school has always had strong links with "Traws", many of our pupils have

parents or relations who work there. Our links are stronger now and more organised. School staff are visiting the station, and spending the day with one of the staff. Most return feeling quite willing to swap jobs with their contact: the engineers seem less willing, somehow.

Our pupils visit the station in the same way, spending a day with any one of a score of trades. One pupil spent a day with the station chemist, took two days off and returned with an excellent report on cooling water chemistry. Another finally realized the difference between a Sinclair and a mini-computer after a day with the instrument engineers and their data-logging system.

What we and our pupils gain from our experience clearly depends on the person involved. For myself, it is the size of the venture the station represents that strikes me. Everything there is big, nearly everything is noisy, and the complexity of the systems is indescribable. The scale of the undertaking is doubly noticeable because you cannot see its results. Only some wires hiss quietly away through the mist across the hills. It all seems so out of proportion.

Then you realise that at the other end of those wires is the whole of society. Take away that umbilical, take away the wealth that industry pumps into the nation and you have taken away the driving power upon which all else depends. Of course, we all know this, in an abstract way. At the power station, you can know in a concrete way, just how much of the nature of the country is invested in our industry.

It has struck me since that the experience was like that of a passenger on a cruise liner, who is taken on a tour of the engine room. Not many cruise passengers give much thought to the engines, as long as they work, and few would care to dirty their hands with the stoking. All too easily, it seems to me, schools can forget the engine-room of our society and take a relaxed cruise around the ancient monuments of its culture. The leisure society may or may not be ahead, but can the cruise go on if there are no stokers for the engines?

Imagination is the key. Unless we take our pupils right up close, can they imagine a turbine from a book diagram that covers half a page? Can they imagine that it is a huge roaring rumbling beast, or the beauty of having tons of metal spinning smoothly in small clearances. Most of all, can they imagine the people who design and look after something like this? Can they imagine that they themselves might do so?



Looming retirement, coupled with the impending new century, was having a very unsettling effect. The general manager continued to gaze over the still quiet of the delivery yard and remembered when it had been a booming, bustling area, full of turning lorries and the slow glide of fork-lift trucks.

Of course, those days were long gone and the yard was now lucky to handle a delivery or dispatch more than three times a week. This didn't mean that the firm had been any better off than it was now; simply it had changed - changed to survive.

The reverie was interrupted by a knock on the door.

"Come in."

The general manager made as if to look busy. A girl who looked younger than her 16 years entered.

"Ah, Hazel. Sit down, please."

The girl sat down on one of the large armchairs that took up much of the office. She appeared relaxed, yet attentive, which pleased the general manager.

"Now Hazel, do you know why I've asked to see you today?"

The question was answered with directness, but at the same time with slight puzzlement, as if the answer was obvious.

"Well, it's my first day of actual employment."

"Yes, it seems incredible because, although in theory this is your first day, you are no stranger to us as you've been coming here, with increasing regularity, for the last two years."

"Actually, I first visited here with my school when I was ten," said the girl.

The general manager nodded.

"Well, we are very pleased you chose to come here rather than any of the other firms you have come to know. I like to welcome new staff and, in your case, I can kill two birds with one stone by

saying goodbye as well. You probably know that I'm retiring at the end of the month and I'd like to give you a few words of wisdom, accumulated over 25 years, before I leave.

"You're going to see a lot of change during your career, and you have to be prepared to adapt. You may find this hard to believe, but when I started there were few women in science and engineering based industries. This firm was almost exclusively male, except for the secretarial staff. But the firm had to change to survive, it couldn't afford to let all that talent go to waste in this highly competitive field.

"Mind you, this change of attitude was given a large helping hand. The broadening of subject choice in schools and the lessening of the arts sciences divide, made sure that more women were qualified to enter such industries. Also, this firm is a cleaner and more attractive place to work in now - the effect of what we used to call 'new technology'. This helped break down society's attitude towards women in our industry.

"Of course, the Women Into Engineering Employment grant made the most dramatic difference. Although it was only worth a few pounds to each firm receiving it, and there was a strict limit on how many employees it applied to in any company, it did make more firms employ more women. And once this was achieved, the value of so doing became apparent - it improved the overall quality of the workforce. After a few years the need for the grant diminished and the scheme ended. I don't suppose you have even heard of it."

The girl started, as if she had stopped listening.

"Sorry? Um... no, I never have."

The general manager smiled knowingly.

"I didn't think you would. Anyway, what it means is that many of your battles have already been fought for you. With the working week at only 25 hours, and with our company creche, it is far easier to hold down a job and raise a family - although, again, it needed a Government grant before the creche was set up. Now that it's here, though, there is nothing that'll hold you back if, and this is the crunch, if you have the drive and ability."

The general manager paused. The girl's eyes had glazed over.

"Right then, Hazel, it's time we got back to work. Welcome to the firm and I hope you do well here."

The girl got up, and, before she left, said, "Thank you, Mrs Wilson. I hope you have a happy retirement."

ECIS

The Engineering Careers Information Service provides industry-based information about careers in the engineering manufacturing industry. ECIS is sponsored by the Engineering Industry Training Board, the Engineering Employers' Federation and the Construction of Shipbuilding and Engineering Unions. Representatives of these organizations are members of its Steering Committee. Careers advisers and educationalists are also closely involved in its work. It produces literature and aids for young people and those who advise them.

List of prize winners

Teachers

First prize - £200

Mr John Vignall, Epsom School, Surrey

Prize to winning school - £200

Mr John Vignall, Epsom School, Surrey

Prize to winning school - £200

Mr John Vignall, Epsom School, Surrey

Prize to winning school - £200

Mr John Vignall, Epsom School, Surrey

Prize to winning school - £200

Mr John Vignall, Epsom School, Surrey

Prize to winning school - £200

Mr John Vignall, Epsom School, Surrey

Careers Officers

First prize - £200

Mr John Vignall, Epsom School, Surrey

Prize to winning school - £200

Mr John Vignall, Epsom School, Surrey

Prize to winning school - £200

Mr John Vignall, Epsom School, Surrey

Prize to winning school - £200

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Virginia Makins visits a middle school, where all teaching is by subject specialists, in line with the latest decree from HMI

Starting as you mean to continue

On the face of it, St Edward's Church of England middle school in Leek seems to be just what the HMIs have ordered. It's a nine to thirteen school, and, with four to five forms of entry, big enough for a full range of specialist teachers.

Nine-year-olds follow a specialized timetable from the first day. HMI's middle school report maintained that using specialized teachers early on was associated with high standards, and Eric Bolton, the senior chief inspector, recently called for more use of subject specialists in junior schools.

St Edward's opened three years ago, when the area switched to a three tier system. It recruits all its pupils from one local catchment area, and its intake is "a complete cross-section". It was housed in an old upper school building that had been pretty dingy; the church spent a lot on converting it and brightening it up.

June Wrathall, the head, had taught in Leek for many years, starting as a classics teacher at the grammar school, which went comprehensive in 1965. When Staffordshire went for a three tier system for the area, it was enlightened enough to give the new middle school heads a whole year for planning.

During the year Miss Wrathall spent half a term in each of the feeder primaries. Partly as a result, she rejected the normal middle school arrangement, where children spend a lot of the first year with one class teacher, primary-style.

"I decided to stick my neck out, Leek had excellent primaries - it seemed a shame to chop

their tops off and then recreate them in the new school. Besides, it would have disappointed the children - they were expecting something different."

In the primaries, she says, children were not stretched, and did not cover an appropriate range of work. "It was no fault of the schools, they didn't have the staff or facilities to do more. Even with the most capable teachers - and several were very good indeed - there were gaps in what the class learnt."

She says that history and geography were taught patchily, if at all, as were music and drama. The idea that in an open primary, children are free to pursue topics that interest them in an interdisciplinary way was, she says, "a bit of a myth - there was just as much chopping and changing between subjects as in secondaries, if not more."

There were other factors in the decision. "You started off thinking that it was silly that the children should not have the benefit of the superb music room, and three superb art and craft rooms, for a quarter of their time in the school. Then you wondered, if it's right to use specialist facilities and teaching for music and science, why

not history and mathematics?"

"I decided that using staff where they were most confident and enthusiastic must benefit the children most." At a meeting where all the new middle school heads made their pitch to prospective staff, she announced the policy that children would have specialist teaching in all subjects from the first day. Some teachers, she said, were relieved. Others - including many of the primary teachers who joined the staff - were very doubtful indeed.

The day at St Edward's is organized in four 70 minute sessions. Music and PE work in half sessions - the PE people thought the full time too tiring for young children. Classes have two quick registration periods a day, with a form teacher who also teaches them his or her own subject. Otherwise they move around the specialist areas, which have plenty of colourful and well-displayed work on the walls.

Pastoral care is the responsibility of year co-ordinators, who follow their years up the school; form teachers change from year to year. I sat in on a regular meeting of co-ordinators: it seemed clear that children with problems were picked up fast, teachers knew the families well,

and co-ordinators benefited by strategies with the others.

First years have four 70 minute sessions of maths each week, and four of English. Science and geography are bracketed together, and history, classical studies and religious education.

PE and games take two and a half sessions, and music a half. Art, home economics, and design share two sessions - children rotate between the three areas, spending a term in each. One session a week is shared between music, drama, and chess, which is on a timetable for all children - a keen teacher managed to persuade the head that it was a good way of teaching logical thinking, concentration, and self-control.

Slow learners are taught in small groups in English and maths, and the teaching is done by the regular departmental staff. Parents come for help, and this year the fourth years have been reading with the slower learners.

French starts in the second year. "We try to make it fun: if they enjoy it at the beginning, they may see the point and push on when the going gets harder." In the third year, the mixed ability classes are broken up and set for French and maths. Some fourth years start Latin, using a Cambridge course: the rest do classical texts based on the same course.

All the departments work to detailed syllabuses. In humanities, for example, by the end of 11 all children will have been systematic

"Our third years are far ahead of children who were a year older in the old system"



introduced to the old and new testaments, and learnt about the stories and festivals important to other religions.

They will have been told the classical myths and legends, and based drama and creative work on them. They will have studied worship in the ancient world, and in Britain today. They will have been carefully introduced to history, discussing ideas about sources, evidence, empathy, and interpretation through study of the middle ages and the Norman Conquest, with a strong emphasis on social history. Detailed study of local history is left to the third year.

The school is very civilized. Its violent electric bell is only rung to bring children in from the large field after breaks, otherwise people use watches. Children can use any part of the school in breaks and lunchtimes.

"We spent a lot of time at the beginning talking about discipline, and how children should be treated", says June Wrathall. "We've been astonished at how independent and responsible the children are - third and fourth years do things I used to think could only be left to sixth formers."

Watching the first and second years being taught a variety of subjects, it was possible to see potential dangers in giving nine and ten-year-olds a steady diet of secondary-style class teaching. In science, second years were busy heating up magnesium ribbon and sand to compare its mass before and after heating.

They were enjoying the business of lighting the burners and fiddling with the lids of crucibles to keep the thing burning, but they didn't seem to see any point to the investigation: "It'll be useful to us later on," they said hopefully.

In home economics first years had spent nearly a term dutifully recording information about safety in the home, and designing posters: a more knockabout and practical primary approach might have been more productive. An end-of-a-hot-day maths lesson, systematically tackling subtraction, had some pretty sleepy nine-year-olds.

But there were exceptions. In general, the concentration of children was impressive, and the amount of sustained time teachers could give to individual children while the others kept going on their own was remarkable.

It was very noticeable in art, where first years were modelling figures in clay, and being encouraged to consider how bones and joints fitted together. In design, first years were doing a fairly standard primary-type project designing and testing parachutes. But there was evidence of increasing progress in design work, introducing craft techniques and simple mechanics with Lego, in the second year work around the room.

In English, three different second year classes were reading and discussing poetry, using a wide range of books and anthologies; devouring a new purchase of exciting short adventure books; and writing imaginative adventures after reading the Hobbit.

All the teachers and children I talked to said they preferred this system to one based mainly on a class teacher. Several children said that it had been "boring, with just the one teacher." "It's good here, different teachers tell you different things," said one boy. Another said he'd rather be back in his primary: "You didn't have to work so hard." But a girl disagreed: "It's good, you learn more things."

Experienced teachers said standards were much higher at the end of the middle school than

they had been after two years in the high school. In music: "By 13 their skills are much better and they're far more interested. It's much easier to introduce them to things at nine, they're far more receptive than at 11."

In art: "They're beginning to understand the language of painting and sculpture by the second year, what you mean by form or tone or composition. It shows in their work." A humanities teacher said that, thanks to the training in art, visual standards in other work were far higher.

In design: "Our third years are far ahead of children who were a year older in the old system - both in design knowledge and skill. And I've been staggered by the imagination of the little ones."

In French: "The fourth years are way beyond where they would be if they'd started at 11. They have double the vocabulary and much more oral fluency."

Teachers who had come from primaries, full of doubts, were equally convinced that standards were way above what they had been at the end of the juniors. "There's much more pace and variety in the teaching here," said an English teacher.

"The really bright juniors reached the same kind of standard, but only over a narrow field, not across the board like they do here", said one of the deputy heads, Mike Buckley. "The middle lot do much better here." "They have much more breadth, they do so much more in maths alone", said another teacher.

"Average children get much more chance to shine. However unconsciously, if a child was B on basic skills we thought of him as a B child. Here, other teachers tell you how well he's doing in some subject or other."

And the primary teachers were convinced the children had gained in other ways. "By the end of the second year they're standing on their own feet more. They have a broader general knowledge, they're more independent, and happier in every way," said Mike Buckley. "The one area we do lose out on is handwriting, and we're working on that", said Peter Hall, the other deputy head.

The primary people said that the conditions of work in a bigger school made a lot of difference. Class sizes were in the high 20s rather than the low 30s: "The extra five made a lot of difference". Staff have six 35 minute periods free a week to prepare work, compared with none in the primaries.

All the staff, children and parents I talked to were enthusiastic about the benefits of nine to 13 education organized in this way. It may be that the early specialization policy was not crucial to the school's success - HMI also identified a good head, and decent resources, as key elements in getting high standards, and St Edward's clearly has both. But the teachers seemed convinced that it was important.

Altogether, the school seemed an interesting model of the kind of thing that, it seems, Sir Keith Joseph and HMI would like to see more of. The irony is that the middle school system in Leek could come under threat - though St Edward's, and the other middle schools in the area, are extremely popular with parents.

Falling rolls, a £12 million over-spending in Staffordshire, and Sir Keith's own recent decision not to allow the county to close an uneconomic village middle school with 92 pupils on roll, could possibly contribute to a decision in the next few years to revert to a two-tier system.

Tested and found wanting

A new guide to the tests sold to schools and local authorities finds serious deficiencies in many of those in common use, Bob Doe reports.

Educational testing has become a major growth industry. But in spite of its increasing popularity with local authorities and others who see it as a way of keeping tabs on teachers, much of that testing is highly questionable; even when the declared purpose of giving a test matches the sort of claims made for it by its commercial publishers, serious doubts often exist about the validity of those claims.

In choosing a suitable test even experienced advisers and educational psychologists may have little more to go on than an inadequate test manual or the publishers' publicity handout.

In North America, where testing has long been endemic, the would-be tester has the authoritative *Manual Measurement Yearbook* to turn to. It is a vast compendium of extensive, independent reviews covering all the main tests. Edited until recently by the late Oscar Burros, it first appeared in 1938 and is now approaching its ninth edition.

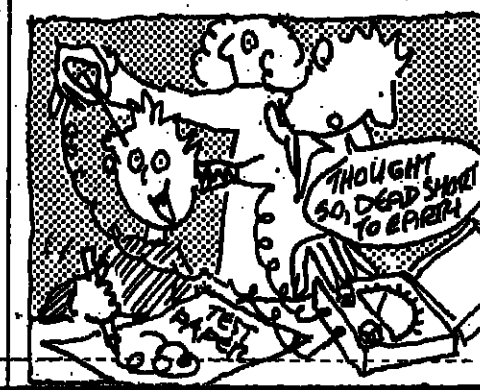
In Britain there has never been any equivalent - until now that is. After four years in preparation, *Tests in Education* is soon to be published containing nearly 200 critical reviews by 50 academics, researchers and psychologists. It covers most of the main tests of early development, school attainment, intelligence and personality used in British education.

Each review follows a standard pattern, providing basic details about how long ago the test was devised, for what purpose and how reliably it has been shown to test what it claims to test. These common headings help, to some extent, when making comparisons between tests - there are no fewer than 30, for instance, testing the reading of eight year olds. But inevitably, perhaps, with different reviewers accentuating different aspects or shortcomings of competing tests, the "best buy" may not always be obvious. Neither will the rather technical style of writing indulged in by some of the reviewers make this an easy reference work to dip into for some teachers.

The compilers and editors of *Tests in Education* are Professor Philip Levy of Lancaster University psychology department and Professor Harvey Goldstein of the University of London Institute of Education. They provide a useful section on the desirable attributes of a test and there is also a glossary of technical terms.

If credit is due to Professors Levy and Goldstein for embarking on this much needed guide and for encouraging reviewers to comment freely on the tests, even greater credit is due to those reviewers who did so, not only freely, but also in terms that are readily understood.

It comes as no great surprise to find the much used - but lately much abused - Schonell Graded Word Reading Tests criticised as "dated" and deficient by all contemporary standards. The reviewer, Andrew Sibbs of Leeds University School of Education, says, "The use of the tests has become a pseudo-scientific excuse for teachers to avoid making professional pragmatic judgements about the range, degree and balance of children's reading abilities. So the tests, which



once, no doubt, were a blessing, have become a curse."

The reading test that is the favourite of local authorities, the Neale Analysis of Reading Abilities, "has many weaknesses" in the way it is constructed, the representativeness of the average scores provided for comparison and the interpretations that can be put on results says Peter Pumphrey of the University of Manchester department of education.

The biggest publishers of educational tests are NFER-Nelson. Their maths tests are among the most widely used in schools, though there is no clear front runner as with reading. Several reviewers point out that some of them are rather dated and may not fairly test the modern mathematics curriculum.

The sort of intelligence test used to band and stream pupils in the absence of the 11-plus are also examined. The claims of the NFER-Nelson Verbal Test D are attacked by Robert Wood of the University of West Indies School for Education. This test has been on sale since 1970 and is now in its 21st impression.

The manual issued with it to guide the test user contends that "scores... have been found to correlate highly with criteria for academic success and can therefore be used by class teachers as a guide in: giving an estimate of the expected degree of success should any particular pupil follow an academic course of study; streaming or banding; vocational and educational guidance." Mr Wood describes the evidence presented in the manual to substantiate these claims as "pretty pathetic". It amounts to one correlation between scores on this test and another verbal intelligence test involving 100 pupils.

"It is quite improper for a manual to propose, as this one does, several different purposes from streaming to guidance without offering supportive data against which the user can evaluate these claims."

"Pupils could consider themselves unfortunate were they to be streamed or banded or even given guidance on the basis of the results of this test," Wood concludes.

After editing these reviews, Professor Goldstein and Levy say, "It is clear that there is much to be improved in the world of British test publishing. Apart from test content itself, perhaps the most serious weakness is the lack of good supporting material."

"It has struck us forcibly that the most important gaps in information are to do with the aims and purposes of the test and the technical side of sampling and standardization."

When important information such as the date when the test was given to a representative sample of pupils to provide national averages or "norms" is no longer available it is time to revamp the test, they say. In some cases a duplicated "provisional manual" is still the sole guide to the tests' use a decade or so after the first issue.

Tests often claimed to be standardized on representative samples but seldom provided the evidence for this. "Very few of the tests come anywhere near providing adequate up-to-date national norms."

"We have also been struck by the widespread lack of rationale or purpose behind tests. Very few manuals say how items (questions) were selected or what educational philosophy guided the test construction."

Professors Levy and Goldstein hope *Tests in Education* will improve the quality of tests by helping users to be more discerning and encouraging tests publishers to improve their products.

Tests in Education edited by Philip Levy and Harvey Goldstein will be published by Academic Press in August, price £20.

Timothy Garton Ash on travel writing – and truth

A quietly epoch-making agreement has been signed between the Society of Authors and Writers' Guild on the one hand and Faber on the other. Heretofore authors published by this house will licence their work not for the term of copyright but for a number of years, with a "rent review."

The writers' organization has 50 publishers, of whom the only one, privately (a sizeable proportion), staff are themselves. Their response is less than that of the Publishers Association, but they will not be the only ones to be affected.

1960
1961

ARTS

Revenge tradition

The Spanish Tragedy. By Thomas Kyd
Directed by Michael Bogdanov.
The Lyttelton Theatre at the National Theatre. In repertoire.

The Spanish Tragedy sparked off the revenge tradition in Jacobean drama, its theme (topsy-turvy) to *Hamlet* and was, in its time, a popular work in its own right. Like Marlowe, Kyd has been obscured for us by the arrival on the Elizabethan stage of W Shakespeare, but this is a play well worth rediscovering.

Hieronimo, Knight Marshall of Spain, is horrified by the murder of his son Horatio and vows to avenge him. Bel-Imperia, the Duke of Castile's daughter, who loved Horatio and whose brother is implicated in the crime, also swears vengeance. Eventually, after Horatio's mother has gone mad and two servants have been put to death, Hieronimo and Bel-Imperia kill the murderers in the course of a play acted at court (another foreshadowing of *Hamlet*). Bel-Imperia commits suicide, as part of the play-within-the-play. Hieronimo fails to do so, bites out his tongue instead to avoid telling the tale, murders Bel-Imperia's father and then finally manages to kill himself.

The action is watched over, stage-managed and commented on by Revenge himself and Bel-Imperia's first lover who was killed in battle and seeks redress from beyond the grave. The

play ends with promises of more horrors in hell. Not for Kyd the comforting hope of order restored, the state wiped clean.

Kyd makes a good deal of the glamour of death. The lingering on Hieronimo's suffering and the almost arbitrary killing of the old Duke at the end of the play come near to pornographic excess. Death upon death, death as spectacle - by knife (spurs of blood) and by hanging (elaborate ropes, pulleys, chains and a baroque sarcophagus) are suitably realized in Michael Bogdanov's production (first seen at the Cottesloe in 1982). Simplicity is otherwise the mode and it serves the text well. The stage is almost bare, the incidental music (by Andrew Lillywhite) car-splitting and unsettling or, at times, reverent. Revenge, dispassionate, almost casual, is played by Peter Needham, an actor capable of subtle ironic suggestion. Deftly he drops the right letter or token in a victim's path as he potently works to bring about the punishment of all and sundry.

Kyd is not Shakespeare. We do not know Hieronimo as we know Hamlet (despite a weighty performance by Michael Bryant). But there is much in this play that prefigures the greater playwright: a confident and muscular way with language, an ability to tell a tale, surprise an audience and play with the conventions of the theatre in the process.

Heather Neill

Cat calls

Call of the Wild.
Snap Theatre Company.
Flame.
Theatre of Thelema.

There is something special about theatre-in-education companies; a keenness, a dedication (and perhaps the thought that they're all doing it just to get those magic green Equity cards). No other reason explains why a member of the imaginative, provocative Snap Theatre Company should willingly climb into a heavily-padded Henry's Cat costume and prance around the hall of an infants school in the London Borough of Enfield one blistering hot afternoon - having previously done exactly the same thing that morning in another school in quite another part of London.

Henry's Cat was part of a programme called *Call of the Wild* which Snap are touring around Hertfordshire, Bedfordshire, Essex and north London this term. Designed for 5 to 12-year-olds, it looks at the way we humans treat animals, but through the eyes of a cat, a dog, a fox and a rabbit. Sponsored and supported by the RSPCA and Pedigree pet foods, it combines acute observation (do people train dogs or is it the other way round?) with a lot of information, indirectly disseminated, about animal rights and pet care. There are echoes of everything from Aesop to the Muppets in the programme which is performed by four actors who, as is the way with Snap, provide any necessary scenery and sound effects themselves.

Movement, in fact, especially some

brilliant suggestive, mimed descents through rabbit holes, is Snap's strong point. "Everywhere you look there's an animal around" was the theme of their programme, and it was true. The seven-year-olds with whom I watched *Call of the Wild* were happily engrossed, happily seeing a fox where I, for shame, could only scribble in my notebook about the concentration of actor Mark O'Sullivan and his colleagues.

Flame, written and produced by the engaging Theatre of Thelema is sponsored by no one more exotic than the Arts Council, although it deals with the topical theme of energy. Another show aimed at infant and junior classes, it is more floridly theatrical than Snap are or would wish to be. With songs, bright costumes, live music and no less than three full sets, including two futuristic interiors which looked just like the backgrounds of the Dan Dare comic strip come to life, it is a blood-and-thunder tale about the outwitting of the evil Dan Dux who has managed to tap the geothermal energy locked in the mantle of the Earth (or so she told us) and is bent on using it to achieve world domination.

Despite its sophistication as a piece of theatre, Flame too is flogging around London schools and arts centres until the beginning of September. It is well worth looking out for (there are morning and afternoon shows at the Polka Children's Theatre in Wimbledon from 13-18 August) because the Dan Dare comic strip come to life, it is a blood-and-thunder tale about the outwitting of the evil Dan Dux who has managed to tap the geothermal energy locked in the mantle of the Earth (or so she told us) and is bent on using it to achieve world domination.

For sheer pocket spectacle there is no one to touch them.

Hugh David

Dual role

Frogs' Legs and Snails.
Bac to Bac Theatre in Education Group.

Bac to Bac's new show, currently touring schools in Devon and Somerset, is aimed at a younger audience of nine to thirteen-year-olds in the early stages of learning French. This is a new development for the group, who have previously concentrated on presenting French O and A level texts. The story, devised by the group, centres around the stealing of the Eiffel Tower, and Bac to Bac cleverly involve their audience, by making its members the most obvious suspects - tourists who must, by the Frenchness of their accents, convince a nosy French detective that they are not English.

Bac to Bac's problem is that they have a dual role: first as actors with a

performance to give, and second as presenters of the French style and language. The danger is always that they may slip down the gap in the middle and end up doing neither thing adequately. That they manage to avoid this is due to their skill as a group and their intelligence as individuals, but I did feel that Helen Ford as the character who holds plot and language together and who therefore feels her way along with the audience, could now have the confidence to measure out the pace a little more authoritatively.

Every French teacher should know about Bac to Bac. This is a unique theatre group that has brought French language and literature to life in schools around the South West of England. They are anxious to accept bookings throughout the country. Details from The Administrator, Bac to Bac TIE, 76 Victoria Street, Exeter, EX4 6JG. Tel: 0392 39008.

Mavis Hampton

Enter the dragon

Panorama Special: The Battle Against Heroin.
BBC1 June 25.

Away from the Hollywood connection, the realities of heroin addiction are anything but glamorous. In Britain today there are estimated to be some 25,000 to 30,000 people, mainly young, dependent on the drug; dependent because they become ill if they do not take it.

Monday's *Panorama* special, *The Battle Against Heroin*, set out to "assess the national scale" of a problem hitherto largely unacknowledged. Their research revealed that 80 per cent of Area Health Authorities in England alone have addicts; all felt ill-equipped to cope.

Addiction is increasing because it is no longer necessary to inject the drug: the deadly white powder is now smoked, a process enticingly described as "chasing the dragon". Heroin makes its way to Britain mainly from Pakistan, and 85 per cent manages to avoid detection by the hopelessly inadequate "rummage teams" of customs officials. An average "user" on 1 gram a week will spend about £100, and "paper wraps" of heroin, starting at around £10 a "deal", are easily

available. "It's like going out to buy a bag of sugar", said one girl, whose addiction started when someone offered her a "Chinese" for nothing. She didn't know it was heroin. She didn't think it would become an addiction - nobody does. As her sister, also an addict, explained: "The 'hit' is so nice. But people don't realize - it ruins your life. It kills you."

Parents also think it won't happen to them. When it does, their reactions to the "illness of silence" can be extreme: one man spent £1,000 buying heroin for his son - to keep him from getting a police record, to hide his shame. Another kept his daughters imprisoned for eight weeks. But the silence is being broken and parents are gaining strength from sharing their despair. At a council estate meeting in the Wirral, the police were criticized for failing to control the situation even when the names of "Smack" dealers were known to them. "If I was running a brothel you'd have me" - 24 hours and you'd have me", shouted one angry father. "These people are killing our kids."

The police share their frustration, but the problem is so widespread that as soon as one dealer is picked up, another takes his place.

There are long waiting lists for treatment in the precious few areas

that provide specialist facilities. Voluntary organizations are stretched to their limits and, so far, the police have a low priority with the public who are ill through no fault of their own. "Money cannot be diverted from the police who are ill through no fault of their own" was the reply a district mother received from her MP. But the harsh line that money spent on addicts is money down the drain reflects the sad truth that permanent cures are rare: 70 per cent of those receiving treatment eventually return to the drug.

The one positive sign of hope is Peter Taylor's well made but depressing film *Come from Salford* where official disbelief has apparently been overcome. The council is now making funds available and enlisting the help of all the social services in their effort to tackle the problem. There is also a plan to send one teacher from each secondary school on a training course - perhaps a few hours spent teaching the facts of drug abuse could provide them with the most realistic life-saving skill.

Joyce Armit

Panorama have compiled a Home Information Pack, available for £10 from PO Box 7, London W3 6JH. Cheques payable to BBC.



Telescopic

Galileo Action Projects in Education.

Science is rarely tackled by TE resources, but Action Projects in Education of South Glamorgan introduced astronomy and the scientific revolution of the seventeenth century to the county's 9 to 10-year-olds. The *Galileo* story illustrated the play's theme of "What is truth?"

A wagon was dragged into the school hall by a tired remnant of a once-flourishing theatrical troupe, Ludovico's Travelling Players. Ludovico and his much maligned assistant, Beth, attempted to rehearse the *Galileo* play. But lack of action meant they couldn't continue. Help was at hand when peasant girl Mary stepped from the crowd to offer her services.

In Ludovico's eyes Galileo was a villain daring to challenge the Church authority. So in the play within the play he assumed the role of a revolutionary in the belief that all could be changed. Galileo's telescope had agreed. Through his telescope he had seen many wonders, mountains on the moon, moons surrounding planets and, most controversial of all, the Earth spinning around the Sun. A merchant who proved that anything had improved since the discovery of the telescope, the Church rejected him. Symbolically, the Pope refused to look through the telescope.

At this point Ludovico's play tried to work out which was right. Armed with a globe and a golden ball, Mary and Beth revolved around each other. They showed the sun, Galileo had spoken the truth. Suddenly Ludovico intervened. Now he agreed with all his evidence. Now he agreed with the Church that his evidence was false. The children then had to decide which was the truth. The play of which was the truth. The play of which was the truth. The play of which was the truth.

An extensive teachers pack accompanies the production, and the tour continues until mid-July.

The Age Exchange production reviewed last week by Jennie Hughes is called *A Place to Stay* and is published.

Next week

John Hope Mason reviews Creature and Creator by Paul Cantor; Millant and Rowan on Millant and Citizen Ken; Rupert Christiansen on John Addington Symonds.

BOOKS

Mrs Pat. By Margot Peters.
The Bodley Head £15.00. 0 370 30567 1.

Beatrice Rose Stella Tanner was a High Victorian. Though she only died in 1940, she was born in 1865 and she made her name (the name was Mrs Patrick Campbell) in the Old Days - when there were great actresses on the stage, and strong, modern dramatists were so stimulated by their heroines' performances in classic roles that they wrote for them new plays, first-rate modern classics. Or so we are told. It was a long time ago.

Those heroines were not sure how to bill themselves. Should they be wives - Mrs Kendal, Mrs Beerbohm Tree? Or should they adopt the independent French style - plain Bernhardt, Duse, Réjane? "Mrs Patrick Campbell" was an unusual choice. Stella had decided to take her husband's forename as well as his surname. Margot Peters holds that "Mrs Patrick Campbell" sounded "respectable. It provided some protection on tour from unwelcome male attention, and it was a pledge of loyalty to the husband who was trying his best for her in faraway Africa". But that label, "Mrs Pat", has influenced her career and her reputation in other ways. Her roles presented her as an unusual sort of "Mrs". Off-stage, according to the anecdotes, she was a sporty sort of Patrick, often in a paddy, a female version of Jack the Lad.

In real life, her husband called her Stella and the rest of her family called her Beatrice; she signed with both names, indiscriminately. But the theatre world, both playwrights and audiences, wanted to see her as a dangerous woman who happened to be a wife. She was *The Second Mrs Tanqueray* and *The Notorious Mrs Ebbelmish*. Bernard Shaw wanted her to play the brothel-keeper turned "lady" in *Mrs Warren's Profession*. Oscar Wilde wrote a clever scenario called *Mr and Mrs Daventry*; but he was in disgrace with the British press and had to sell the story to eight less talented playwrights for them to put into their own words. Frank Harris in 1900 was the first to write Mrs Pat's story on stage and Mrs Pat, of course, played the formidable wife, Mrs

lame it all on *The T.E.S.* If it hadn't published a critical review just after the war of history texts for schools, especially for the younger age range, then the face of history publishing might have been quite different. As it was, two publishers challenged the anonymous (as reviewers were then) critic to produce a better book. And thus did R.J. Unstead launch himself on an unsuspecting public, through the good and continuing offices of A and C Black (who pipped Penguin to the post). The first book, *Looking at History*, published in 1953, sold a million in the first couple of years, and has totalled over five million. The courteous Mr Unstead is alive and well and living in Suffolk, still full of ideas. He registered for Public Lending Right - though not all his books, because he had trouble locating all the illustrators who would have had to register with him - and is pleased to discover that he is still being borrowed in sufficient quantity to put him among the top 150-200 authors, the Catherine Cooksons of this world.

I was first put on the trail of Mr Unstead by a senior officer of the Inner London Education Authority. I wanted to know whether such a large authority with a declared interest in innovation had a record of what its schools were buying on British history. No, there were no up-to-date records. "But," said my informant in a tone of alarm, as if describing nefarious practices, "I can tell you of bulk ordering of Unstead in the GLC area; yes, it still goes on."

Before it should seem that I am putting the blame on Mr Unstead, who has introduced generations of children, including myself, to history, let it be said that my complaint lies elsewhere. First, it is with the publishers in general, who know how to milk a golden cow when they find one, but don't know when to stop. By all means, if George Orwell sells, go on producing new editions, perhaps with a different introduction, or bound in skivertex. But publishers have applied the same techniques to examination textbooks, and with potentially damaging effects. Look at the bestsellers in the O and CSE market in British History: time and again you will find that they were first published 10, 15, 20 years ago. They need no introduction - we are all too familiar with them.

My second complaint lies with sections of the teaching profession, for allowing the publishers to get away with this. These titles go down well with many teachers, for whom history may not be their first subject, and who naturally return to their old favourites with relief.

The other culprits, of course, are the examination boards, who have not been rushing to rescue decades of teachers from priming the cannon fodder for the examinations. Getting through a



Mrs Pat Campbell in "The Notorious Mrs Ebbelmish"

What's in a name

by D A N Jones

Daventry. The pressmen, like regular private eyes, had discovered that the plot was supplied by a homosexualist, so they rushed along to persecute the production. They dutifully noted the dirty bits and denounced them. But no one took any notice because the Prince of Wales was applauding so noisily.

A few months before, Mrs Pat's husband had set off for service in the war against the Boers. On parade with the Imperial Yeomanry, he was called out from the ranks by the Prince of Wales. "In recognition of his wife's fame and beauty", supposes Margot Peters. She adds: "His Highness was unfailingly courteous to the husbands of women he admired." Patrick Campbell was soon killed in the war, dead as any Hittite. Mrs Pat put

their son in the Navy, but he managed to get out - writing from Port Said: "Darling mother, you must withdraw me from the service..." He wanted to get into the theatre, too (though his mother thought it no job for a man). Though fond of her son, she did not think him capable of "supporting a wife". However, he eventually wrote a play in which his mother starred. It was called *The Ambassador's Wife*. Rarely have I read a modern book in which the words "wife" and "Mrs" echo with such resonant menace.

Years later, a stagehand observed Mrs Pat rehearsing *Pygmalion* in a ferocious manner and he remarked to an actor, with a sport-watcher's admiration: "That Patrick Campbell was a lucky man." The actor responded: "Why, yes. She's still

a handsome woman." The stage hand explained: "I don't mean that. I mean he got himself killed in the Boer War." Such hard-hearted jests recur in the stories about Mrs Pat. Her "leading men" have written of her waspishly, but one of them has remarked that the stagehands liked her and spoke of her "in a jolly sort of way", considering her "a good fellow sort of woman". Something of Robin Goodfellow, perhaps - Puckish and, later on, Falstaffian, not only witty in herself but the cause that wit is in others.

Margot Peters has done well to stitch all the anecdotes into one history; it must have been like trying to make a novel out of a thousand short stories. But she does not allow us to forget that she is dealing not only with Mrs Pat, the gorgeous comic turn, but with beautiful Stella, the half-Italian girl from Brighton, who could draw audiences to impossibly highbrow plays - the sort of National Theatre can't do - and entrance their souls. She could turn seriously-meant plays by not-very-brilliant playwrights into apparent masterpieces, inspiring to audiences and writers. There need be no doubt about it. The evidence of her admirers is too eloquent to be disbelieved, and Margot Peters presents the evidence admirably. The most persuasive of the tributes, too long to quote here, was supplied by John Gielgud for *The Times* on the occasion of her death.

Sarah Bernhard was her favourite leading man. Stella had played Mélanie admirably in English, opposite Martin Harvey; and Max Beerbohm, for one, would not go to see her playing the part in French with Sarah Bernhard, aged 60, in the male role. It was, of course, a great success. It is extraordinary to read of these two women travelling through Liverpool and Blackpool, buying a tiger and arguing about the price of beer, discussing their sons, their animals and the ethics of flirtation, signing across the Lancashire sands: "*Les moris sont toujours avec nous*". Then they would go on stage with Mauderlinck's impossible play and Stella would slip a raw egg into Sarah's hand at the most poignant moment... It would be good to see this book dramatised on television. But where would we find the actresses?

Potted history still sells well

Sarah Jane Evans on trends in British history textbooks

British History O level - swallowing the volume of information - is a triumph for all concerned, but an unnecessary one. "You would be perfectly safe with covering just one and a half centuries at O level," says Dr John Fines, a former Vice-President of the Historical Association. "As it is, books at the moment answer teachers' demands for potted content over a long period. They view the challenge of O level as 'getting through'."

Still, change is in the air. First we have Sir Keith Joseph on centre stage. Enter Left the representatives of the exam boards bearing new syllabuses: "We bring documents to study, real historical problems with which to grapple." Exit Right, running, a merry band of history teachers, seeking European and World History syllabuses in an effort to stop teaching the dominant culture. But look - the audience of publishers tears its collective hair. They are busily producing livelier packs of documents, only to see the market disappear before their eyes.

There are other reasons for their anguish: history is being squeezed from all sides, not only by the newer subjects like computer studies, but also by its old rival, geography. Of the subjects Tony Dale, OUP's Managing Editor for Humanities, handles, geography is by far the most successful. Annabel Jones concurs. She is the History Publisher at Longman, and knows the business well: "Classics lost out. It could happen now to History. And with the real decline in pupil numbers, I'd never want to be at the front breaking new ground. 14-16 publishing is led by the syllabuses."

The Longman Secondary Histories ("Cootes and Snellgrove"), which include 27 titles on Britain since 1700, have sold over two million, and *An Illustrated History Of Modern Britain* by Denis Richards and J W Hunt, now in its third edition and one which other publishers (if not all teachers) regard with admiration, has now sold over half a million. Annabel Jones says that Richards and Hunt sells to the more traditional schools, but there is a slight self-righteousness about the people who put forward the new history. Unstead speaks to children and the

teachers recognize this. The Richards marginal notes are useful. We're in a transition period. The other mainstays of her list are R J Cootes's *Britain Since 1700*, first published in 1968, which went into a second edition in 1982, and R B Jones's *An Economic and Social History of England*. Longman has strong links with the old Commonwealth countries, and finds no difficulty in selling British History texts in Africa, which all adds to the turnover. Annabel Jones recognizes that she's in the business of catering for all tastes. She's quick to point, though, to some of her innovations in the sources area, of which she has high hopes.

Longman was one of the companies which put in a bid for the Schools Council History Project. The franchise went to Holmes McDougall, and the sales figures for a new enterprise have been encouraging. The individual pupil books in the *What Is History?* kit have sold between 84,000 and 104,000 each, the most popular option for In-Depth Enquiry has been *The American West* which, at 54,000, has far outstripped the others. But amid his praise for the project, John Fines has some sharp words: "It's a good example of the push to provide texts for examinations. They scuttled in with texts to improve the take-up, despite an initial firm commitment not to. And they are poor examples of the way to handle problems; some are really straightforward textbooks."

The project is now facing the standard publisher's dilemma. The books were first published in 1977, but there are now not the staff to revise the titles. Ian Dawson, the project's part-time director, recognizes what needs to be done, if only he had the money and manpower. He also pinpoints two external forces: "the problems go back to training, and who is teaching. There are a large number of non-specialists in the junior secondary sector who remember and reproduce what they were taught themselves." He is strongly critical of the universities, with their negative influence, as he sees it, on the exam boards and new publications: "There are university lecturers who are ignorant of schools. Many would not recognize the History Project or see its value."

Tony Dale reckons that the spirit of the project, if not the commitment to it, has had a good influence on practice in many schools, and that it can only spread further in its effects on teaching and publishing. His own list at OUP contains two familiar history names: C P Hill (*British History 1815-1914*, OUP's version of Richards and Hunt) and Peter Lane (*British Social and Economic History, 1760 to the Present Day*). Though Lane was targeted for a specific course, relatively it has not sold as well as the less specific *Twentieth Century Britain* by Walter Robson, which has been selling steadily since it first came out in 1968. We are back among the golden oldies again: C P Hill's *British Economic and Social History 1700-1937* first appeared in 1957 under the Edward Arnold imprint.

John Slater, the history HMI, stresses that there's nothing wrong in a book that is 10 years old, so long as it is well revised. He points to changes in buying habits, which can affect publishers' ability to keep up-to-date. Where you once bought class sets of the pink one or the blue one, depending on the head of history's whim for historical medicine, now you buy half or quarter sets, and use them for reference. A large publisher like Heinemann Educational has an established name and strong overseas sales to cushion itself against such cutbacks, at least in the short-term. Heinemann also has some useful bestsellers which will take a lot of budging from the top of the polls. H L Peacock's *History of Modern Europe*, for instance, first published in 1958, has gone into seven editions, and has sold close on a quarter of a million. His *History of Modern Britain* sells strongly, and they too have a Lane on the list (*British Politics and People 1760-1980*), though political history does not sell as well.

Each one of the publishers to whom I spoke was far more keen to discuss their World History titles, or documents for the new A level history syllabus. Few showed enthusiasm for CSE/O level British History. And that will prevail, says John Fines: "there is plenty of room for a different generation of books, but it is very difficult to break in when the key is still coverage". The criticisms I was given of these bestselling texts were remarkable in the uniformity of their abuse: "the analysis is dated", "historians can't write; their style is far too advanced", "not accessible", "completely unsatisfactory".

So we come back to the stage play at the beginning. Sir Keith has a chance to regenerate a depressed sector of the business. But I received a word or two of warning from one of the more eminent historians I interviewed: "The whole business of taking Sir Keith Joseph's history is a hilarious. Who wants friends like that? One thing could be worse, and that's the B. B. C. system."

BOOKS

Unconscious power

Stranger than fiction

Betty Tadmor

Celebrated figures

Colin Ward

Among this weeks contributors:

EC Wragg is Director of the School of Education at Exeter University.

A troubled heart

Neil Phillips

Tales from the East

Terence Lucas

Roll of honour

The general impression in this interesting but expensive book is that research could offer policy makers a great deal, but few are willing to wait for systematic inquiry to provide results, and some policies are so politically sensitive that their advocates are reluctant to be confused by facts.

Shakespeare and shame

There may be some tacit chauvinism in this new outbreak of Shakespeareolatry combined with a determined effort to repel Foreign Thought. I certainly feel that the book will offer far too much comfort to the intellectually comatose and complacent, who clutching their A C Bradley's, await the whirligig of taste's justification for their sloth. But even the critical wobbles in a book like this are interesting.

PV interpreted

Little of what Griffith says in his commentary is strikingly brilliant or original, but he is sound and helpful in such themes as Zeus as a typical tyrant; the geography of Iol's wanderings (with map) and the parallel with Plato's *Protagoras*; and Pheidon's *Python* I. Newcomers to these subjects will find his explanations of such technical terms as *anaphora*, *synchysis*, *baton* and *polyptoton* (constantly and unnecessarily italicized) very useful, and he is especially to be recommended on all questions metrical.

Fatal Vision. By Joe McGinniss.
Andre Deutsch £12.95. 0 233 97649 3.

Four hippies enter the Army married quarters of Dr Jeffrey MacDonald during the night of February 16, 1970. They are high on acid and intent on a Manson-style slaughter. They brutally club and hack to death Dr MacDonald's pregnant wife and his two infant daughters. He sustains two

father he was; but we are only one third of the way through a very large book. Nemesis, in the shape of his parents-in-law, who in 1970 had declared that if they had another daughter they could not wish for a better husband for her than Jeffrey MacDonald, began to pursue him. They hounded him for nearly a decade and at last succeeded in bringing him to trial in the civil courts.

Unfortunately Joe McGinniss cannot avoid repetition as the grisly events are combed through again and again. The device of using MacDonald's own voice in alternating chapters allows the reader to make up his own mind while McGinniss's own conclusions gradually crystallize. He was invited by MacDonald himself — known to his colleagues as Rock because of his dependability under stress — to write the book without interference and with access to all the papers in the 10-year case.

Fact can be stranger than fiction, and it is easy to see why the book is a bestseller in the States, though many readers will find the lack of photographs a disappointing omission.

Betty Tadmor

Celebrated figures

The International Anarchist Movement in Late Victorian London. By Herma Oliver.
Croom Helm £13.95. 0 7099 1929 8.

Of all European capitals, London is the one most likely to associate with anarchism, and the celebrated figures of nineteenth-century anarchism, only Proudhon (who chose Brussels) failed to avoid London as a place of exile in those days when this country was proud of providing political asylum for persecuted revolutionaries. Bakunin, Kropotkin, Louise Michel and Malatesta all spent years in London, and the crucial debates which determined the course of the international anarchist movement were finally rejecting anarchism and opting for socialist power as the road to the millennium also took place there in obscure pubs and clubs. In the Eighties even our home-grown Fabian Society could

have been swung in an anarchist, rather than a state socialist direction. The oldest surviving anarchist journal in the world, *Freedom*, was founded there in 1886 by Peter Kropotkin and a Fabian, Charlotte Wilson, who emerges in this book as a most interesting and attractive character.

The author has evidently had the agonizing experience of boiling down a mountain of research into a highly condensed text, and she nobly concentrates on people and events not discussed at length in other excavations of anarchist history, and she is able to correct many errors which have been passed on from one historian to another. She will thus have the satisfaction of providing an authoritative work from which all subsequent writers will have to quarry the facts which she has painstakingly unearthed in the margins of history.

Colin Ward

Among this weeks contributors:

Timothy Garton Ash is the author of *The Polish Revolution; Solidarity* (Cape), and writes regularly about foreign affairs for the *Spectator* and *The Times*.

Richard Evans is academic and careers adviser at Henry Thornton School, south London.

Sarah Jane Evans is assistant editor of *History Today*.

Jennie Ingham is a research fellow with Middlesex Polytechnic's Materials for Minority Groups project.

EC Wragg is Director of the School of Education at Exeter University.

RESOURCES

At the beginning of August, Scottish schools will face a period of major upheaval and innovation. The secondary education system will be overhauled by the introduction of SCE "Standard" Grades in place of "O" Grades and the introduction of the Government's Action Plan for "16-18s in Scotland". These changes are intended to create a more flexible system of courses built up from flexible modules which can also slot in alongside existing core subjects. They will in effect open up the curriculum for the introduction of new subjects like Media Studies.

As part of the preparation for new courses, the Scottish Education Department last year invested £140,000 in two three-year projects which are designed to be complementary - one on Media Education Research, based at Stirling University, the other on Media Education Development, based at the Scottish Film Council, a division of the Scottish Council for Educational Technology (SCET).

Media Studies already had a firm foothold in Scotland but it has tended to be based within existing departments like English, Modern Studies or Art. The approaches have varied accordingly, ranging from a literary model for analysis to a sociological study of effects or aesthetic responses. It is from these and attempts to establish Media Studies more firmly within the curriculum that the two projects take their lead.

The research officer's brief is to monitor in depth the current state of affairs in the classroom. So David Butts has focused in the first year of his project on 10-12 secondary schools in the central belt of Scotland. Noting the tendency for various subject-based, inter-disciplinary and independent Media Studies courses to develop, he has suggested ways of bridging and combining the different areas.

One school in Glasgow, for example, is introducing a first-year Media Studies course in August. As the teachers running it are based in Modern Studies and Art, the class will be divided into two groups. In the first half of the autumn term group A will work with the Modern Studies teacher on how a newspaper front page is produced, while with the Art teacher



Images of Scotland

Gillian Macdonald looks at the latest developments in Scottish media education

group B will study what David Butts calls "visual literacy" and defines as "how pictures convey meaning". In the second half of term the groups will swap round. And so on through radio magazine programmes, advertisements and television programmes in the other terms.

For all its value as an assessment of what is going on in the schools and as an intervention, the research project does still seem to be reinforcing a compartmentalized approach. A more radical scheme emerges from the development project. Its officer Eddie Dick has travelled around Scotland talking to groups of teachers, examiners and curriculum organizers. The result has been a series of new course outlines which avoid the problem of disparate approaches by centring on representations.

Nine modules have been devised.

One is a general introduction to Media Studies that is intended to be either free-standing or slotted into a variety of courses or provide a mode of entry into what is described as a "specialist" programme of Media Studies. Others focus on "Representations", "Television", "Press and Magazines" or "Narrative Forms in Broadcasting".

The modules are designed to be flexible according to the stages and interests of the pupils and teachers and the facilities available to them. "Press and Magazines", for example, demands access to typewriters, a photocopier or off-set litho, and a camera. The television module requires the use of at least one portable video camera and VCR together with access to a second VCR for assembly editing.

The most important feature of the modules is that each defines clearly the nature and purpose of the course, the

entry level and objectives, and suggests possible teaching, learning and assessment methods.

The materials being produced to accompany the courses derive from teaching packs produced by the British Film Institute, but they start from images of Scotland which surround the pupils in local newspapers and television programmes. One pack focuses on the production of *Kings Royal*, a BBC Scotland drama series for television. Another looks at how the front page of the *Daily Record* is put together. Traditional images of "tartanry and kailyard" are explored, as are more recent representations by Scottish film directors like Bill Forsyth of *Gregory's Girl* and *Local Hero*.

The enthusiastic and committed teachers have been pushing for this kind of organized development. They created a regional network of media

education which culminated last November in the setting up of AMES, the Association for Media Education in Scotland, and it is this which has provided the essential basis for the new schemes.

One hundred and ten schools have already applied for the modules - that is a quarter of secondary schools in Scotland. Syllabuses and teaching packs will be available from August at SCET and all regional branches of AMES. But the problem of how they will be taught remains.

The majority of teachers have no training in Media Studies. And while a starter pack called *Teaching Media Education* will supply questions and answers, contacts, resources and lots of materials, this is a long step from providing competent teachers of the subject.

At the moment three out of the eight Scottish universities - Glasgow, Strathclyde and Stirling - are offering honours courses in film, television and media. Their first graduates - and potential teachers - will emerge in 1986. In 1985/86 the major colleges of education at Aberdeen, Edinburgh and Glasgow will introduce principal courses leading to a diploma. In the meantime the urgent need is for in-service training. A committee of representatives from schools, universities and education colleges is currently organizing programmes of 50-60 hours of INSET on methodology and practice. Otherwise teachers have to depend on local evening classes, workshops, and weekend and summer schools.

This is the main problem to emerge so far and it will not be helped by the reduction of places at teacher training colleges and the shortage of new posts in schools. But in every other aspect media education in Scotland is enjoying what Eddie Dick calls a "honeymoon period". After years of low regard at the level of the enthusiasts in the schools, Media Studies is suddenly taking off. The Government's Action Plan has been a principal mechanism for the mushrooming of activity in Scotland. It remains to be seen if Sir Keith Joseph's restructuring of the secondary syllabus in England and Wales can lead to similar moves south of the border.

are random access rather than truly interactive. Some teachers wanted to interface the system to a microcomputer, realizing the greater flexibility of the combination. Others expressed reservations about some of the video treatment: it seems that Ronald the Robot's upper middle-class male superiority was found sexist by some and patronizing by others. Nevertheless, teachers were clearly able to see the potential of this medium right across the curriculum and at all age levels. The dual audio tracks have particular potential for children with special learning difficulties, the hard of hearing, those with minority and community languages and poor reading ability or motivation.

By revealing all these possibilities in an accessible, affordable package, the NELTHORP-EMI experiment has made its contribution to this field in a way which transcends any limitations of pilot discs made for a different purpose. Given imaginative use of computer-controlled interaction and video that has been carefully assembled and edited by teachers and educationalists, the potential impact of this medium is without precedent.

Interactive Videodiscs in Primary Schools: an Evaluation Study by Colin Mably, available free from Colin Mably, School of Education and Humanities, North East London Polytechnic, Longbridge Road, Dagenham, Essex RM8 2PS.

projections. Richard Fothergill, as one of the judges, said that the entries had been of a remarkably high standard. He was particularly impressed by the care taken with layout and use of colour.

One inescapable fact was that there were no girls among the judges' winners. Mr Fothergill said the judges did not know how many girls had been among the entrants because they had not looked at names while judging; the impression was that boys formed a substantial majority.

It emerged, however, that Trevor Innis' School had more girls than boys in their computer club. Could it be allied to the fact that both teachers in charge of the club were women?

Carolyn O'Grady

Fast forward

Jacquetta Megarry on the findings of an evaluation report on interactive videodiscs

for class teaching, group work, individual pupils and staff development.

The discs used were themselves prototypes developed mainly for domestic trials. The most popular was the *Mysteries of the Great Whales* with three programmes from the *Adventures into Science - Start Here* series. Others included "Electric Universe", "Fantastic Power of Air" and "Air at Work" also available. All four discs followed the same format: a linear program arranged into chapters followed by an indexed reference section with rapid random access to any point on the disc controlled by pressing keys on a small remote-control keypad. A choice of audio tracks provided an alternative level of commentary, with all the usual video control features such as freeze frame, fast forward/reverse, slow motion and repeat loops.

The fast random-access was highly valued by teachers: videodiscs, unlike videotape or computer software, can be browsed. The Thorn-EMI hardware was found robust and reliable, with minor criticisms all met by the revised production models. The

teachers thought the cost of the system reasonable and wanted a scheme to produce a library of disc with sponsorship to help schools over the initial hurdles of buying equipment. Mably goes on to propose a two-phase scheme whereby the DTI, possibly in collaboration with the DES, would provide 500 players at full price (or £1,000 at half price) and after piloting these, a one- or two-year scheme for subsidy on the lines of the DTI Micros in Schools programme.

Spending £200,000 to £250,000 on such a pilot scheme would stimulate hardware purchase to a sufficient level to encourage educational publishers to produce suitable programmes on disc. Mably argues. At present, the lack of discs and the absence of players from schools form a vicious circle. Breaking into it "may hold the key to rapid growth of interactive video in the UK, which in turn will provide new business opportunities, sales, exports and jobs".

The method by which the players were introduced into the schools forms an interesting contrast with the hasty

hardware distribution occasioned in some areas by the DTI computer schemes. The teachers were encouraged to take the players and discs home with them, and given a free hand to decide when and how to introduce the system into their teaching. "In all cases the teachers took longer to prepare for this than we envisaged," comments Mably with barely-disguised impatience. All began by showing the whistles disc to the whole class, apparently from a need "to feel in control of a new resource and to gain some idea of pupil reaction".

Afterwards, the classes proceeded with a delightful diversity. One perfected the innovation of the "static cling". Freezing the frame on the whale (or whatever), pupils found that the static electricity on the screen was sufficient to make the tracing paper cling, and thus they could trace the outline for their project books. Presumably this would also work with videotape, but there is not the same incentive to try it.

Interactive video purists might maintain that these Thorn-EMI discs

Software overtures

Harris, 14, and David Eldridge, 15, of William Howard School, Brampton in Cumbria, for a program which they described as "a music processor". It helps set out music in the same way that a wordprocessor helps lay out words, and can produce music sheets for individual instruments in the orchestra as well as the whole orchestra score.

The two boys had averaged about three hours a day on the project in their own time and have won £4,000 for their school. They are now building

an input device which is an inexpensive standard keyboard from which the computer can produce musical notation on the screen or as a print-out. Ian Walker, their computing teacher, said that schools would spend the money on micros for the first form. "There are a lot of children coming up from primary schools now," he said, "who are used to working with micros, and at present the school does not have computers in the first form."

Trevor Innis, 17, of Drayton Manor High School, London, the other first

prize winner, had improved the school's timetable program. His software helped with the production of the timetable, checked for errors, assisted with room allocation and printed out timetables for staff and pupils.

Third prize went to Jonathan Beal, aged 17, of Blue Coat School, Oldham, Lancashire, who had devised a technical drawing program for O level work. He found that "pupils got confused when designs had to be envisaged from different angles", and so his program is designed to show different

"Whilst we had expected that teachers would find many features of interactive videodiscs interesting and useful in their school situations, the strength of their enthusiasm was greater than we could possibly have anticipated". This is the conclusion of an independent evaluation by Colin Mably of North East London Polytechnic of the use of Thorn-EMI videodisc players in four London primary schools, in a report published on June 26.

The experiment was unusual in several ways: it was the first time that this medium had been used in primary schools in Britain, at least; the players that Thorn-EMI loaned the schools were prototypes of the new VHD players that have only just become available in production quantities; and the collaboration between Thorn-EMI and the North East London Polytechnic was strictly regulated, with no commercial considerations and a prior commitment to publish the report whatever its findings.

Such scruples were hardly necessary. The excitement with which both teachers and pupils greeted the new arrival shines clearly through each page. "I think parents should see this," said one 10-year-old, and children of eight commented on how easy it was to use. Even the teachers were able to operate the equipment without difficulty, finding it more user-friendly and in some ways more flexible than a microcomputer. In all four schools the system was used in at least four ways;

It is often stated that there are in our schools a large number of pupils with computer programming and software design talent. This fact was borne out by a software design competition for schools, organized by the occasional BBC series, *Micro Live*, the Microelectronics Education Programme and the Scottish Microelectronics Development Council. The winners, whose names were announced on Sunday's programme, had put in an extraordinary amount of work to achieve software which Richard Fothergill, Director of MEP and one of the judges, described as of commercial standard. Some of the winners had already been approached by commercial companies.

Joint first prize went to Simon

MEDIA

YTS WEEK

Hugh David looks at television and radio programmes on the Youth Training Scheme



Why not set up our own business? John Wadmore and Gillian Freedman in 'Making Work'

How Did We Get to Here? Channel 4, Tuesday 6.00pm. Making Work BBC Radio 4 VHF, Monday - Friday, 00.30 - 00.50.

It's been Youth Training Scheme week in all but name. Not only have the Archers been discussing the idea of having a trainee to help George, the gambling game-keeper at Grey Gables, we've had the first half of *Making Work*, 10 nightly programmes for YTS students and their teachers, presented by BBC School Radio, and *How Did We Get to Here?*, a Channel 4 discussion about the inside workings of the Manpower Services Commission's Youth Training Schemes.

Blunt realism marked both the series and the television programme. In the latter, even before we got to the discussion (Shirley Williams being

admirable, Peter Morrison, Minister of State at the Department of Employment, Barry Sheerman, Opposition spokesman, and a studio audience being concerned), George Hodges, training director for a large insurance company, admitted that none of the trainees his company have accepted would normally have got past the door. "None of them are of the calibre or have the educational qualifications and quality that we would normally require from our young trainees".

Like the other companies featured in the programme, however, they found that the majority of YTS trainees not only benefited from their training, they were also of some use to the company. But the gratitude and belief in the value of the Mode A, Mode B1 and Mode B2 schemes were not entirely reciprocated. A trainee interviewed on film last September had a wholly naive view that YTS was a passport to a job (one wonders what

has happened to him), while Lydia Masseron, a school leaver in the studio audience, found the whole set-up deeply unattractive and smacking of cheap labour. Still, Channel 4 were endeavouring to be positive with presenter John Taylor advising potential trainees to "take a good look round and find the right scheme for you" - possibly with the help of the programme's background information sheets and telephone referral service.

In last Monday's teachers' programme introducing the *Making Work* series, producer Graham Taylor outlined the philosophy behind it: "Given time, energy and persistence, most young people will be able to find work." The remaining nine programmes are an opportunity for YTS trainees to rehearse for the real-life problems they will encounter while looking.

They take the form of playlets featuring four friends who have just completed a one-year YTS catering course. They are searching for "proper" jobs, writing 45 letters and getting only three replies in the first scene, but gradually becoming more sophisticated. They learn through bitter experience about the informal and less-publicized ways of hearing about vacancies, how to survive interviews and, when all else fails, how to start up on their own (and persuade a bank manager to lend cash to an 18-year-old).

The dramatized presentations are intended as stimulus material. Reinforcing them at the end of each programme are information and counselling sessions in which Robert Sharp, the course counsellor, and a variety of other experts spell out possible courses of action.

Presented by John Walters - he of the street-credible voice and award-winning *Walter's Weekly* - the series is a bold and well-conceived first step for School Radio. The drama inserts (directed by Dan Garrett) ring true and the practical information is exactly that. On Channel 4 on Tuesday Barry Sheerman made the important point that "the one thing YTS training doesn't do is provide real jobs". A politically-inspired remark perhaps, but in the absence of anything better *Making Work* is doing all it can to bridge the gap.

The series, which ends next Friday, is to be repeated in March 1985. However, teachers' notes and discussion material will be available in September.

Next year also sees a new follow-up series - an even bolder move which will provide advice for those YTS trainees who can't find work. *Applications for teachers' notes and discussion material to be marked "YTS Radio" and sent with a large sae to Manpower Services Group YTS, Broadcasting Resource Unit, Moorfoot, Sheffield, or BBC School Radio, Broadcasting House, London W1.*

Treasure trove

RADIOVISION

A Place in History Three broadcasts with filmstrips: Radio 4 VHF, Wednesdays 10.45am. Notes and filmstrips, £6.95+VAT from Longman, Longman House, Burnt Mill, Harlow, Essex CM20 2JE.

These programmes produced by Derek Falmer carry out the very important task of making museums more accessible to children. The broadcasts are built round the filmstrips and booklets, and can be recorded. They provide excellent introductions and even substitutes when a museum is too far for a follow-up.

The approach is not geared to museum lay-out nor is it object-oriented, but, as it should be, coherence and continuity are provided by an obvious classroom theme. Children are given a framework and context into which can be fitted their museum experience, less affected by the museum's own priorities.

The programme on the National Railway Museum tackles the development of the railways. It is less obvious than it seems. The York museum was based on a locomotive collection in a loco shed - they dominate the main hall. There has also been a strong engineering tradition that can easily turn a history of the railways into a study of boiler types, wheel patterns and power-speed relationships.

Instead, we are provided with a programme which ranges from the wagonways to the coming of diesels, but all the time stresses the human aspect. Men push the early wagons, railway workers take pride in their uniforms, passengers ride crushed in third class carriages or enjoy the luxury and grandeur of royal trains.

Twenty minutes is not long, but the sounds of steam hissing, the vitality of the folk songs which support the script and an enthusiastic narration by Paul Coppley, are far more responsible for the vibrant pace. Undoubtedly top juniors and lower secondary children will find this an exciting way to familiarity with the museum and with the theme.

The presenter introduces the Research Director, David Jenkinson, and this helps vary the narration and provide another human link to the museum, especially to its research work embodied here by the restoration of a locomotive of the Chinese National Railways.

The British Museum always gives problems to educationalists. It more than anywhere else in Britain embodies the tradition of treasure trove and specialist research. It is an enormous repository with one of the finest Egypt-

tian collections outside Egypt. However, it is housed in out-dated galleries and despite pruning and carefully sectioned areas, it is not easy to take in a great deal. An introductory "radiovision" can perform a vital role here.

The programme concentrates on ordinary life in Ancient Egypt, using the multitude of grave finds and the wall paintings preserved at the Museum. It is again well integrated, broken up by Egyptian music and uses the same mix of presenter (Margaret Percy), and museum lecturer, in fact a man who could take the children round.

Many objects are introduced effectively. The tomb clay house is used to describe life in a real Egyptian house and then moves naturally on to gardens and furniture. Despite giving meaning to what initially seems unpromising material, the programme never really breathes life into the exhibits. It is a pity there is not more about the Museum's current work.

The final programme has no problem with exhibits. The "Mary Rose" Museum is only partially open as no artifacts are yet displayed; only the remains of the ship, no more than half a hull, being raised on by water sprays to preserve the wood. It makes a short and rather weird experience but brings into sharp focus how fine is the line between the disintegration and disappearance of the past and its preservation.

Martin Muncaster has prepared and presents a programme as good as the others, but naturally here emphasizing the research side. He discusses the ship's discovery with Alexander McKee and the details of the excavation with the project's director, Margaret Ryle.

It's exciting and the pictures make clear the whole process. The battle in which the ship sank is well illustrated, sound effects add tension, and Tudor musketeers end the programme by showing how ordinary seamen lived on board. Guns, wooden bowls, a surgeon's kit, a backgammon board suggest its varying aspects. But it is an encrusted object which suddenly turns into a beautiful soft leather shoe in the next slide that gives the readiest identification with the past. The work of archaeological conservation illustrates how our interest and our actions can enhance our understanding.

All museum visits need good preparation. These programmes provide teachers with excellent tools to help them because above all they stimulate awareness and involvement. Here is a series that should be continued.

James Bromwich

4 Television Programme Recording

Titles Available for Week Commencing Sunday 1st July 1984.

Tuesday July 3
18.00 Design Matters: Tomorrow's Think Tank fee code C
Wednesday July 4
20.30 Diverse Reports fee code B
Thursday July 5
18.00 What A Picture! Imagination & Technique fee code C

20.00 Pushing The Limits: Mountains of The Wind fee code C
Friday July 6
20.00 A Week in Politics fee code B

For More Information Contact
TV Recording Licence Dept.,
GUILD LEARNING
Guild House Peterborough PE2 9PZ
Telephone (0733) 63122

NEWS FOR TEACHERS

(Thursday 10.15, VHF4)
What is GCSE? An explanation of the changes in examinations at 16+.

WAVELENGTH

(Thursday 11.30, VHF4)
"YTS Forum" is a special programme from Pebble Mill.

SEE FOR YOURSELF

(Friday 11.50, VHF4)
Fred Harris investigates some aspects of the sea and the beach.

TECHNOLOGY: STUDY SKILLS

(Friday 14.25, VHF4)
"Design and DIY" on designing a piece of apparatus for use in school. "What Next?" on how technology teaching prepares for life in an industrial society.

Continuing education

DESIGN MATTERS
(Tuesday 18.00, C4)
A new programme in this series looking at the state of student architecture.

4 TELEVISION PROGRAMME RECORDING

Advance Information of Programmes Available for Recording For The Month of July, 1984.

July 3rd 18.00 Design Matters
July 4th 20.30 Diverse Reports
July 5th 18.00 What A Picture!
July 6th 20.00 Pushing The Limits
July 7th 20.00 A Week in Politics
July 10th 18.00 Design Matters
July 11th 20.30 Diverse Reports
July 12th 18.00 What A Picture!

July 13th 20.00 A Week in Politics
July 17th 18.00 Design Matters
July 18th 20.30 Diverse Reports
July 19th 20.00 Pushing The Limits
July 21st 14.00 Great Walls
July 24th 18.00 Design Matters
July 25th 20.30 Diverse Reports
July 26th 20.00 Pushing The Limits
July 28th 14.00 Great Walls

WATCH
(Type 11.00, Wed 14.01, BBC2)
A broadcast on water creatures.

The Making of American Presidents - Part 1
20.00 Pushing The Limits

Fee Code C
Fee Code B
Fee Code C
Fee Code C
Fee Code C
Fee Code C
Fee Code C
Fee Code C
Fee Code C
Fee Code C

If you receive SIC please check broadcast times as these may vary.

For synopsis see "See 4" and "TV Times". The List of Titles for August will be published in the Times Educational Supplement on 26th July. For more information contact

TV Recording Licence Dept.,
GUILD LEARNING
Guild House Peterborough PE2 9PZ
Telephone (0733) 63122

Does a galloping horse at any point in its stride lift all four hoofs clear of the ground? With the photographs Eadweard Muybridge first gave the answer, *From Jan Dariusz Beyond Vision* (OUP £15.00), a collection of scientific photographs plus commentaries. We shall be reviewing this book shortly.

Trevor Pateman on Chomsky, Piaget, and the cognitive paradigm

Douglas Verrall

lead straight to the view that there are innate representations, an inference Fodor drew and defended at length in his *Language of Thought* (Harvard, 1976). Second, because it appears to reduce states of a person (my belief that *p*) to states of an organism in relation to a representation *p* in a mind or brain – and here the slippage from “mind” to “brain” is hard to arrest – philosophers like Charles Taylor have

In contrast and in addition, Fodor argues that in the mind there are also central systems, which are non-modular in respect of each of the three defining characteristics. According to Fodor, central processes of thinking

and, connectedly, constantly tends to reduce facts about people to facts about bodies. These failings also account for the misplaced preference shown by cognitivists for Nature over Nurture—in these debates, Wittgensteinian hermeneutics is the only

Dr Trevor Pateman is a Lecturer in Education at the University of Sussex.

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Information Technology
In March, the THES published its second feature on IT. This includes articles on digital drawing-boards, geographical d
sifting and other valuable information. First published in TH
in March 1984. Price 25p.

Prices include postage within the UK but not Red Star or hand delivery.

PRIMARY HEADSHIPS

DURHAM
COUNTY COUNCIL
HEADSHIP
PENNYMOOR KING
STREET COUNTY JUNIOR
MIXED SCHOOL
(Group 5)
(Post-tenable from
September 1985)
Application forms and further
details from the Director of
Education, County
Durham, Durham 150, on receipt
of a stamped addressed foolscap
envelope to be returned by
5th July 1984. (110010)

HAMPSHIRE
ST. JUD'S C. OF E. FIRST
AND MIDDLE SCHOOL
St. Nicholas Street,
Portsmouth PO1 2NZ
Required January 1985.
HEADTEACHER GROUP 6.
Application forms and further
details from the Area
Education Officer, Civic
Offices, Guildhall, South
Portsmouth PO1 2BJ. (S.A.E.)
Closing date 6th July
1984. (110010)

HAMPSHIRE
ORCHARD COUNTY JUNIOR
SCHOOL
Water Lane, Dibden Purlieu,
Southampton
SO9 3JG approx.
HEADTEACHER Group 5
School
Salary Scale currently
£11,457 - £13,678
Required January 1985.
Full details and application
form from Area
Education Officer,
Lymington, Tel: Lymington
1984. (110058) 110010

HAMPSHIRE
SMANNELL & ENHAM C.E.
(AIDED) PRIMARY SCHOOL
Smanell, Andover SP11 5J7
Required January 1985.
Group 5 - headteacher. Form/
S.A.E. for application form/
further details from Area
Education Officer, Sun
Alliance House, 41 West
Hillingstone, RG21
1LQ.
Closing date for receipt of
completed applications 30th
July 1984. (16334) 110010

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SEVENHARTS DIVISION
PRIMARY SCHOOL, Tonbridge
Tonbridge, Tonbridge, Kent
TN11 8BX
APPOINTMENT OF HEAD
TEACHER
Group 5 (approx. 40
pupils)
Required for January 1985.
Applicants should be commit-
ted and communicative mem-
bers of the Church of England
and be capable of teaching
Religious Education and Col-
laborating with the Parish in-
cumbent. An interest in
sport, particularly swimming,
and music is desirable.
Application forms available
from Rev. C. Tedman, The
Rectory, Penhurst, Ton-
bridge, Kent to whom they
should be returned by 14th
July 1984 (S.A.E. please).
110010

KENT
TONBRIDGE MALLING
PLATT C. OF E. (AIDED)
PRIMARY SCHOOL
Latt, Sevenoaks, Kent TN15
8JY
Group 4 Roll 140
APPOINTMENT OF HEAD
TEACHER
Head Teacher required for
January 1984. Communicant
member of the Church of Eng-
land essential.
Application forms and fur-
ther particulars available
from Vicarage, St. Dun-
stons, Sevenoaks, Kent TN15
8JY. (S.A.E. please) to whom
they should be returned by
9th July 1984. (16349) 110010

MERTON
LONDON BOROUGH OF
MERTON
EDUCATION COMMITTEE
CANTERBURY PRIMARY
SCHOOL
Canterbury Road, Morden,
Surrey SM4 6PU
Age Range 5 - 9 yrs.
No. of pupils 120
London Allowance: £987
Closing Date: As soon as
possible.
Required for January 1985 a
HEADTEACHER for this
Group 5 Primary School (5 -
9 years) with a Nursery class
and Language Development
Unit.
Local expenses and assis-
tance towards removal ex-
penses will be considered in
approved cases.
Application forms and fur-
ther particulars of the post
are available from the Di-
rector of Education, London
Borough of Merton, Station
House, London Road, Mor-
den, Surrey SM4 6PU. Please
enclose stamped addressed
envelope. (16640) 110010

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
GREENLANDS NF SCHOOL
Fisher Lane, Sheffield S10 4RP
Required for January 1985.
Headteacher for this Group 4
school. Previous experience
will be considered and need
not be relevant.
Application forms and fur-
ther details are available
from the Chief Education
Officer (Teachers Division) to
whom completed forms should
be returned at PO Box 67
181a, Friday, 13 July 1984
(02364) 110010

TRAFFORD
METROPOLITAN
BOROUGH OF TRAFFORD
EDUCATION
DEPARTMENT
ST. MARC'S WARD RC
PRIMARY SCHOOL
Cherry Lane, Sale,
Cheshire M33 9JL
Tel: 061-969 9852
HEAD GROUP 5
Required September
1984 or as soon as possi-
ble thereafter.
The Governors invite ap-
plications from suitable
qualified and experienced
teachers.
Application forms and fur-
ther particulars from
Chief Education Officer,
School Section, Town Hall,
Sale, Cheshire M33 9JL
2253. Tel: 061-973
06419. (166419) 110010

KIRKLEES
METROPOLITAN COUNCIL
EDUCATION SERVICES
Applications are invited from
suitably experienced teachers
for the Headships of the fol-
lowing schools. The appoint-
ments will date from January
1985.
LITTLETON J. I. & N.
Bradford Road, Liversedge,
West Yorkshire
(Ref. 404)
Group 5 School
Age Range 3 - 11 years
LYDGADE J. I. & N. SCHOOL
Lydgade Road, Southill,
Ratley, West Yorkshire
(Ref. 405)
Group 5 School
Age Range 3 - 11 years
WILKES J. I. & N. SCHOOL
Longlands Road, Blithwaite,
Huddersfield
(Ref. 406)
Group 5 School
Age Range 3 - 11 years
Application forms and fur-
ther details from the Chief
Education Officer, Town Hall,
Huddersfield, West Yorkshire
HD1 1TA. (S.A.E. please) to
whom completed forms
must be returned within
seven days of the appearance
of this advertisement. (16688) 110010

NORTH YORKSHIRE
COUNTY COUNCIL
Applications are invited from
suitably qualified and
experienced teachers for the
Headship appointments:
RE-AIDED COUNTY
CONYNGLEY COUNTY
PRIMARY SCHOOL
Near Kettlewell (Group 5)
Candidates who have applied
previously should be aware
that, in writing, if they wish
their applications to be con-
sidered further.
BRAINTWALTE (ENDOWED)
C.E. PRIMARY SCHOOL
Dere, near Harrogate
(Group 1)
Please send stamped address-
ed envelope for application
form and details to the Coun-
ty Education Officer, Town
Hall, Northallerton DL7 8AZ.
Completed forms should
be returned by 13 July 1984.
(110038) 110010

BERKSHIRE
CIPPERNASH MIDDLE
SCHOOL
Cippenash Lane, Slough SL1
5JH
N.O.R.: 378
Required for January 1985.
Deputy Headteacher for this
Group 5 School.
Application forms and fur-
ther details available from
the Headteacher (S.A.E.).
Closing date: 20th July,
1984.
An Equal Opportunity Em-
ployer. (16632) 110010

DEVON
Please see displayed adver-
tisement on Page 55. 110012

BARNESLEY
METROPOLITAN BOROUGH
COUNCIL
ROYLAND ST. HELEN'S RC
(AIDED) I & J SCHOOL
West Street, Barnsley
Barnsley S74 9DL
Headteacher: Miss P.
McGonigle
Required for January 1985.
DEPUTY HEADTEACHER
Group 5
This is a re-advertisement
and previous applicants will
be reconsidered.
Application forms and fur-
ther particulars (S.A.E.)
please) are available from the
Education Officer, Education
Department, Barnsley Town
Hall, Barnsley S74 9DL, to be re-
turned to Reverend J. Cashman, Cor-
poration Secretary, West Street,
Barnsley S74 9DL by Friday
13th July 1984. (17036) 110012

BRENT
LONDON BOROUGH OF
BRENT
STONEBRIDGE JUNIOR
MIXED SCHOOL
Shakespeare Avenue, NW10
8NG
Roll 198. Social Priority
School
HEADTEACHER: Mrs J.
Prince
Required in January or ear-
lier if possible. Experienced
and enthusiastic teacher re-
quired to take over the
DEPUTY HEADTEACHER (Group
5) will be expected to take an
active lead in curriculum de-
velopment and to participate
fully in the life of the school.
London Allowance of £987
per annum is payable.
Brent is an Equal Opportu-
nities Employer.
Application forms (see)
obtainable from the Head-
teacher returnable within 10
days. (17066) 110012

BUCKINGHAMSHIRE
MILTON KEYNES AREA
MIDDLE SCHOOL
Milton Keynes MK12 5JQ
Deputy Headteacher for
Group 5 (18 years)
from January 1985.
The vacancy has arisen due
to the retirement of the pre-
sent holder.
Assistance with removal ex-
penses and rented housing
may be available in approved
cases and there is a wide
range of housing to buy in the
area.
Application forms and fur-
ther details are available
from the Headteacher, P. B.
Sudworth M.A., on receipt of
a stamped addressed
envelope. (16015) 110012

HERTFORDSHIRE
NORTON ST. NICOLAS C.
OF E. J. M. SCHOOL
Norton Road, Welwynhatch,
Herts. SG9 1AQ
Tel: Letchworth 4801
Required for January 1985.
DEPUTY HEADTEACHER
(Group 4). Application is
invited from experienced and
enthusiastic teachers who
make a positive contribu-
tion to school education
and curriculum development.
A communicant member of the
Church of England would be
preferred. Interested ap-
plicants are invited to visit the
school.
Application form and fur-
ther details are available
from the Headteacher, 110012

**NORTH HARINGAY
INFANT SCHOOL**
Falkland Road, London N8 0NU. Tel. No. (01) 348 0948.
**DEPUTY HEAD
TEACHER (GROUP 4)**
required as soon as possible.
Applications are invited from suitably qualified and
experienced teachers for the post of Deputy Head
Teacher.
Social Priority Allowance and London Allowance
(£987) payable.
Removal expenses - 100% allowed in approved cases.
Further details and Application Forms (S.A.E.) may be
obtained from the Chief Education Officer, Education
Offices, 48-52 Station Road, Wood Green, London
N22 4TY, to whom forms should be returned by 13th
July 1984.

Haringey
Progress with humanity
Haringey is an equal opportunity employer. We
welcome your application which will be
considered on merit, irrespective of race, marital
status, sex or any disability you may have.

SOUTH GLAMORGAN COUNTY COUNCIL
**ST MARY THE VIRGIN
CHURCH IN WALES
(AIDED) PRIMARY SCHOOL, CARDIFF**
**DEPUTY HEADTEACHER
GROUP 3 + S.P.S.A.**
The Governors invite applications from suitably
qualified and experienced teachers who are
preaching members of the Anglican Communion
for the post of Deputy Headteacher of this Group 3
school. The school is comparatively new and is
situated in the Butte Town area of Cardiff, serving
a multicultural community with the post qualifying
for a social priority schools allowance.
The successful applicant will be expected to take up
duties in September 1984 or a date thereafter
to be arranged.
Application forms may be obtained on receipt
of a stamped addressed envelope from The
Director of Education, Education Offices, Kings-
way, Cardiff CF1 4JG, to whom applications should
be returned within 10 days of the appearance
of the advertisement.

CROYDON
LONDON BOROUGH OF
CROYDON
SPRING PARK INFANT
BRIDGE ROAD, CROYDON CR9
2EG
Tel: 01-777 6498
Tenable: 1 January 1985
or earlier
DEPUTY HEADSHIP
Experienced and en-
thusiastic teacher required
for the post of Deputy Head
Teacher. The successful
applicant will be expected
to take an active lead in
curriculum development and
to participate fully in the life of the
school.
Closing date for applica-
tions 13th July 1984.
SALARY
Scale: Deputy Head Group
5. Within London Area Al-
lowance.
Please send S.A.E. for
application form (see)
returnable to the Head
Teacher as soon as possi-
ble. (16744) 110012

HERTFORDSHIRE
LAURANCE HAINES INFANT
SCHOOL
Vicerage Road, Watford
Applications are invited from
suitably experienced teachers
for the Deputy Headship of
this Group 4 Infant School
from January 1985. The
successful candidate should
have a knowledge of multi-
cultural education, and a
specialist educational ap-
pointment. Applicants should
state interests and strength of
any other areas of the cur-
riculum in which they feel dis-
tinguished. The school is ad-
vanced. (Telephone Watford
58005)
Application form and fur-
ther details from the Division
Education Officer, Watford
close S.A.E. Little Church-
yard, Watford WD1 3EX, to be re-
turned to this office by
13th July 1984. (17179) 110012

HERTFORDSHIRE
NORTON ST. NICOLAS C.
OF E. J. M. SCHOOL
Norton Road, Welwynhatch,
Herts. SG9 1AQ
Tel: Letchworth 4801
Required for January 1985.
DEPUTY HEADTEACHER
(Group 4). Application is
invited from experienced and
enthusiastic teachers who
make a positive contribu-
tion to school education
and curriculum development.
A communicant member of the
Church of England would be
preferred. Interested ap-
plicants are invited to visit the
school.
Application form and fur-
ther details are available
from the Headteacher, 110012

BUCKINGHAMSHIRE
MILTON KEYNES AREA
MIDDLE SCHOOL
Milton Keynes MK12 5JQ
Deputy Headteacher for
Group 5 (18 years)
from January 1985.
The vacancy has arisen due
to the retirement of the pre-
sent holder.
Assistance with removal ex-
penses and rented housing
may be available in approved
cases and there is a wide
range of housing to buy in the
area.
Application forms and fur-
ther details are available
from the Headteacher, P. B.
Sudworth M.A., on receipt of
a stamped addressed
envelope. (16015) 110012

HERTFORDSHIRE
NORTON ST. NICOLAS C.
OF E. J. M. SCHOOL
Norton Road, Welwynhatch,
Herts. SG9 1AQ
Tel: Letchworth 4801
Required for January 1985.
DEPUTY HEADTEACHER
(Group 4). Application is
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make a positive contribu-
tion to school education
and curriculum development.
A communicant member of the
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preferred. Interested ap-
plicants are invited to visit the
school.
Application form and fur-
ther details are available
from the Headteacher, 110012

**NORTH HARINGAY
INFANT SCHOOL**
Falkland Road, London N8 0NU. Tel. No. (01) 348 0948.
**DEPUTY HEAD
TEACHER (GROUP 4)**
required as soon as possible.
Applications are invited from suitably qualified and
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Teacher.
Social Priority Allowance and London Allowance
(£987) payable.
Removal expenses - 100% allowed in approved cases.
Further details and Application Forms (S.A.E.) may be
obtained from the Chief Education Officer, Education
Offices, 48-52 Station Road, Wood Green, London
N22 4TY, to whom forms should be returned by 13th
July 1984.

Haringey
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Haringey is an equal opportunity employer. We
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considered on merit, irrespective of race, marital
status, sex or any disability you may have.

SOUTH GLAMORGAN COUNTY COUNCIL
**ST MARY THE VIRGIN
CHURCH IN WALES
(AIDED) PRIMARY SCHOOL, CARDIFF**
**DEPUTY HEADTEACHER
GROUP 3 + S.P.S.A.**
The Governors invite applications from suitably
qualified and experienced teachers who are
preaching members of the Anglican Communion
for the post of Deputy Headteacher of this Group 3
school. The school is comparatively new and is
situated in the Butte Town area of Cardiff, serving
a multicultural community with the post qualifying
for a social priority schools allowance.
The successful applicant will be expected to take up
duties in September 1984 or a date thereafter
to be arranged.
Application forms may be obtained on receipt
of a stamped addressed envelope from The
Director of Education, Education Offices, Kings-
way, Cardiff CF1 4JG, to whom applications should
be returned within 10 days of the appearance
of the advertisement.

SOUTH GLAMORGAN COUNTY COUNCIL
**ST MARY THE VIRGIN
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The successful applicant will be expected to take up
duties in September 1984 or a date thereafter
to be arranged.
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CROYDON
LONDON BOROUGH OF
CROYDON
SPRING PARK INFANT
BRIDGE ROAD, CROYDON CR9
2EG
Tel: 01-777 6498
Tenable: 1 January 1985
or earlier
DEPUTY HEADSHIP
Experienced and en-
thusiastic teacher required
for the post of Deputy Head
Teacher. The successful
applicant will be expected
to take an active lead in
curriculum development and
to participate fully in the life of the
school.
Closing date for applica-
tions 13th July 1984.
SALARY
Scale: Deputy Head Group
5. Within London Area Al-
lowance.
Please send S.A.E. for
application form (see)
returnable to the Head
Teacher as soon as possi-
ble. (16744) 110012

HERTFORDSHIRE
LAURANCE HAINES INFANT
SCHOOL
Vicerage Road, Watford
Applications are invited from
suitably experienced teachers
for the Deputy Headship of
this Group 4 Infant School
from January 1985. The
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have a knowledge of multi-
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specialist educational ap-
pointment. Applicants should
state interests and strength of
any other areas of the cur-
riculum in which they feel dis-
tinguished. The school is ad-
vanced. (Telephone Watford
58005)
Application form and fur-
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Education Officer, Watford
close S.A.E. Little Church-
yard, Watford WD1 3EX, to be re-
turned to this office by
13th July 1984. (17179) 110012

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turned to this office by
13th July 1984. (17179) 110012

BUCKINGHAMSHIRE
MILTON KEYNES AREA
MIDDLE SCHOOL
Milton Keynes MK12 5JQ
Deputy Headteacher for
Group 5 (18 years)
from January 1985.
The vacancy has arisen due
to the retirement of the pre-
sent holder.
Assistance with removal ex-
penses and rented housing
may be available in approved
cases and there is a wide
range of housing to buy in the
area.
Application forms and fur-
ther details are available
from the Headteacher, P. B.
Sudworth M.A., on receipt of
a stamped addressed
envelope. (16015) 110012

HERTFORDSHIRE
NORTON ST. NICOLAS C.
OF E. J. M. SCHOOL
Norton Road, Welwynhatch,
Herts. SG9 1AQ
Tel: Letchworth 4801
Required for January 1985.
DEPUTY HEADTEACHER
(Group 4). Application is
invited from experienced and
enthusiastic teachers who
make a positive contribu-
tion to school education
and curriculum development.
A communicant member of the
Church of England would be
preferred. Interested ap-
plicants are invited to visit the
school.
Application form and fur-
ther details are available
from the Headteacher, 110012

**NORTH HARINGAY
INFANT SCHOOL**
Falkland Road, London N8 0NU. Tel. No. (01) 348 0948.
**DEPUTY HEAD
TEACHER (GROUP 4)**
required as soon as possible.
Applications are invited from suitably qualified and
experienced teachers for the post of Deputy Head
Teacher.
Social Priority Allowance and London Allowance
(£987) payable.
Removal expenses - 100% allowed in approved cases.
Further details and Application Forms (S.A.E.) may be
obtained from the Chief Education Officer, Education
Offices, 48-52 Station Road, Wood Green, London
N22 4TY, to whom forms should be returned by 13th
July 1984.

Haringey
Progress with humanity
Haringey is an equal opportunity employer. We
welcome your application which will be
considered on merit, irrespective of race, marital
status, sex or any disability you may have.

SOUTH GLAMORGAN COUNTY COUNCIL
**ST MARY THE VIRGIN
CHURCH IN WALES
(AIDED) PRIMARY SCHOOL, CARDIFF**
**DEPUTY HEADTEACHER
GROUP 3 + S.P.S.A.**
The Governors invite applications from suitably
qualified and experienced teachers who are
preaching members of the Anglican Communion
for the post of Deputy Headteacher of this Group 3
school. The school is comparatively new and is
situated in the Butte Town area of Cardiff, serving
a multicultural community with the post qualifying
for a social priority schools allowance.
The successful applicant will be expected to take up
duties in September 1984 or a date thereafter
to be arranged.
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Chips champions

Pauline Bleach on computers

Microcomputers are powerful tools the use of which should be exploited right across the curriculum. How they should be promoted as a reading aid depends first upon what view is taken of the reading process. Do we consider this to be a breakdown of sub-skills which can be developed by routine exercises or do we regard it as a psycholinguistic process in which the reader uses a variety of skills to infer intended meaning?

If we subscribe to the former view, then using computers for reading presents no problem for there is an absolute plethora of material available to meet these demands, both from commercial sources and written by teachers. No effort is required to find programs which test matching and visual perception skills. There are word scrambles and the inevitable collection of arcade type letter games. All of dubious value and quality.

However, research findings show that these kinds of drill and practice routines do little, if anything, to aid the acquisition of reading skills and they have no evidence to show that this is any advantage over pencil and paper methods, except perhaps in that a new medium increases motivation.

Instead of adopting this sterile view, we should be concentrating on the actual process of learning and seeking to develop skills which will aid the reader to gain his own independent strategies, but this prompts a wealth of complaints from teachers that there is not enough suitable software available. Although this may well have been the case a year or so ago, it does not hold true now, but teachers do need to make efforts to seek out and find what is available to meet their children's requirements and develop the ability to evaluate it critically. If this approach is followed then protests about the shortage of software may change to complaints about not having enough time to use what is available effectively.

Let us look first at some of the more functional aspects of the reading process. At a fundamental level, many of the skills associated with writing help readers to gain an overall awareness of the presentation of text. An appreciation of correct spelling also helps comprehension. Many programs, for example Spell, Starspell and Picture Spell, exist at varying levels of difficulty. In making their selection teachers must ensure that the chosen programs offer appropriate options and scores and are adequately child-proofed.

An awareness of the basic functions of punctuation in rendering the text

comprehensible is a skill which needs to be developed, and use can be made of the Punctuation programs which have contextual exercises in the use of capital letters, full stops, commas and question marks. However it should be noted that the skills gained by using the programs do not necessarily transfer to other work unless specifically taught.

Young children and slow learners often have difficulty with positional vocabulary and if this can be taught in a meaningful way then it can be of great benefit. One program which seems to do this very well is Flight in which the child uses a very simple key operation to position a bird as directed - "under the blue box" or "between the boxes" for example. The computer's pictorial stimulation and immediate feedback can also be of great assistance in helping children to distinguish median vowels as in the Early Learning programs or in the grasp of difficult structures as in Magic E.

It is of particular importance that skills are not dealt with in isolated, unrelated examples and these programs do seek to include them in contextual settings. Knowledge of correct alphabetical sequencing also aids the reading process and a helpful aid here is in Alpha which is a fun game for two players entailing use of logical strategies.

While these kind of programs form the bread and butter of many teachers' approach to reading we should really be looking at a broader view of the reading process which encompasses such strategies as prediction, reading with a pre-set purpose and processes which require logical, ordered thinking and sequencing. One program which has proved excellent is Lettergrab in which the participants have to select letters to complete a phonically based sentence.

The graphics are very good and the format most appealing, involving use of word and sentence structure clues, letter prediction and semantic cues, as well as providing a good medium for group working and discussion.

Programs dealing with story ending prediction are slowly filtering on to the market though, as yet, few are worthy of mention. One of these is Spanish Gold, but though this program appears very sound in its underlying concept, in its screen presentation it offers less than good multi-choice books. For pupils needing stimulus for creative writing the two programs in the "Terrible Tales" pack - Giants and Monsters go some way to providing help and ideas, but, although children seem to enjoy them, the lack of sound and



graphics is disappointing.

A more direct approach to getting children interested in books would be to use a program such as The Hobbit, an adventure game which is more easily solved by referring to the book.

Story sequencing can be tackled with Sentence Sequencing, in which material is provided, in random order, for the user to sort out into a logical story format. The program begins with traditional nursery rhymes. Two programs which are based on the pre-set formula are Animal and Animal, Vegetable and Mineral, both of which require the children to formulate questions and to type information into the computer which then plays an interactive role.

A program, with wide application, which enables children to formulate their own quiz is Make a Quiz. This is superb in developing aspects of reading, as it promotes logical, ordered thinking and necessitates seeking and verifying information from library books and other reference sources. Another program, Look it up, provides a basis for introducing dictionary and referencing skills, and though simple, is very effective.

To become proficient readers, children need to have well developed oral language strategies. It is a common fallacy that higher order skills such as decision making, problem solving and hypothesizing cannot be developed easily in younger children. But the provision of the right situations in which they can use language skills of this nature can improve children's whole approach to reading. This is one of the most exciting areas for making the maximum use of the microcompu-

ter's contribution to learning, both academically and socially.

Programs which demand these skills can, properly used, easily provide a term's working for a class, and used in conjunction with each other can provide the basis for a whole year's work, even if one is lucky enough to have sole use of a microcomputer. They include simulations such as Sheepdog, Mary Rose, and Treasure Island, problem solving programs such as Farmer Hunt the Thimble and Mallory Manor, adventure programs such as Magic Adventure, Granny's Garden and Space X, and multi-curricular approaches such as Flowers of Crystal and Oil Slick.

Thinking and discussion skills are encouraged by these programs along with logical strategy. Teachers would be best advised to enable small mixed groups to use them. They could then monitor the independent workings by recording the sessions on an unscanned tape recorder. My own monitorings over a fourteen week period with six to eight year olds revealed increased discussion, positive responses to the opposite sex, positive attitudes to error making, as well as the beginnings of higher order skills such as hypothesizing and decision-making together with evidence of increased reading ability. Although some of these programs are expensive, it would be better for schools to invest in one or two of good quality, than to waste their time pursuing cheaper ones of a more dubious nature.

A particular aspect of text which affects a child's understanding of it is cohesion, or those elements which make it hang together as a unified

whole. Although work has been carried out using traditional means, so far little has been done using microcomputers as a medium, and apart from various close procedure programs, very little, if anything, exists at present in the commercial market. In a recent study which I undertook using self-written materials, results were very encouraging, showing that an awareness of these cohesive elements can be developed effectively using microcomputers.

Results also showed that these are elements which must be taught. To develop these aspects for themselves, teachers would need to isolate the exact area for concentration and either write the programs themselves or obtain the services of a friendly programmer, but the effort would be well worth-while.

A final area worthy of mention in relation to reading skills is that of wordprocessing. While the major systems are beyond the financial reach of most primary schools, an inexpensive program, Primary Pen, exists, which incorporates enough features to make it a viable aid, and can be loaded into the computer via a cassette player. This enables children to compose their own text, and to read and alter it at will and can be used as a very effective medium for developing reading, writing and study skills.

If teachers have clear in their own minds exactly what it is they wish to achieve when using microcomputers to develop reading, the work can be done efficiently from a small base of programs and gradually add to them as and when more quality programs become available.

continued from previous page
The learner has worked through all the 36 books" is still there to threaten teachers and children with the inevitability of being "on" a reading book until it has been recognized without hesitation. No suggestion anywhere that real authors have any contribution to make to learning to read.

As it stands Key Words is a relic of a formidable attempt to make reading accessible to all, to give teachers the confidence they need and to put easy cheap books with graded materials into all schools. William Murray's main intentions are more generously interpreted in the Ladybird handbook, *Helping Children to Read*, which quotes M. A. Kellmer Pringle on children's needs, emphasizes the importance of talk, makes pre-reading more than a book experience. Yet here too is the fixity of the list and the schools, the workbooks and the flashcards.

If we have learned anything in the last ten years about reading it is that children's earliest encounters with books and print characterize their reading what reading is. Recent research makes it clear that the first things teachers tell children determine how subsequent information about reading is interpreted. In my view, the security that Key Words seems to offer teachers is often dearly bought by those who are confined to the first 200 words for too long. As a result, many children in their infant schools have a view of reading which stays with them beyond the end of the book they are "on".

Margaret Meek is Reader in Education at the University of London Institute of Education.

Nelson — colourful reading material for all ages and abilities

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Familiarity with rhymes is a useful early language-learning technique. Nelson produce two very large-format (597 x 432mm) attractively illustrated books of nursery rhymes and songs, ideal for sharing between pupils or between pupils and teachers.

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NEW!

The two books are both accompanied by 'Take Home' books. These are smaller (259 x 183mm) versions for use by teachers or for pupils to take home with them.

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For the 5 plus age range

For those pupils who are just learning to read, Action Words provides useful and encouraging material. Children are limited to only a few words at this stage and need to use books which attract them and gain their interest.

The prime purpose of Action Words is to teach and reinforce simple sentence structures while simultaneously introducing clearly illustrated nouns. Vocabulary is revised in reinforcement books which have split pages. These add extra interest and increase the amount of reading material once a child has mastered the basic words.

Packs 1 and 2 contain 10 booklets of 10 pages each and Pack 3 consists of 5 20-page booklets. All are brightly illustrated in full colour and use large, clear type throughout.

Action Words 1	0-17-412283-4	£8.50
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Inspection Copy Order Form

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Please supply on inspection:
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Tandem		
White 1	0-17-412351-5	£1.70
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The 'white' series is for pupils with a higher than average reading age, and the 'red' for those whose reading age is lower than average. The books are varied and attractive, and are all beautifully illustrated with line drawings, full-colour pictures and photographs, reflecting the varied nature of the text.

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A five book series backed up by answer books, Targets practises the reading skills essential to children undertaking independent project or topic work. The sequence of skills required for such work is covered systematically - extracting, interpreting and then re-presenting information in summary or other form.

Clearly presented thematic units develop each skill, allowing children to work largely by themselves. The specific skills in question are visible at a glance to the teacher, at the bottom of the page, and a skills development chart appears at the back of each book.

Book 1	0-17-412366-3	£1.70
Book 2	0-17-412367-1	£1.70
Book 3	0-17-412368-X	£1.70
Book 4	0-17-412369-8	£1.70

Targets Answer Books for Books 1 to 4 are available as a single pack.
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NEW!

An introductory book is to be added to the Targets series in August. It provides juniors with practice in the fundamental skills of information comprehension and extraction at an appropriate reading age. The units have been carefully controlled for readability and form an ideal introduction both to the series and to the independent use of simple text and reference books. An Answer Book will also accompany this text.

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Dick Francis	0-17-412384-7	£1.70
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Edited by JRC and GM Yglesias		
Into the Future: A collection of science fiction		
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For the 14 to 16 age range

Providing excellent material for reluctant readers at this level, the original Getaway series consists of short, straightforward and exciting books. Each book costs £1.25 although economical packs are available at £15.75 containing one copy of each of fifteen titles.

Book 1	0-17-412394-8	£1.70
Book 2	0-17-412395-6	£1.70
Book 3	0-17-412396-4	£1.70
Book 4	0-17-412397-2	£1.70

Getaway
Sample Book ☐
Getaway Class Readers

Let Sleeping Vets Lie	0-17-412381-3	☐
James Herriot	0-17-412382-1	☐
Red Race	0-17-412383-0	☐
Dick Francis	0-17-412384-7	☐
Knock Down	0-17-412385-6	☐
Dick Francis	0-17-412386-4	☐
Only the Beginning	0-17-412387-2	☐
Mary Hooper	0-17-412388-0	☐
The Uninvited	0-17-412389-8	☐
Clive Harold	0-17-412390-6	☐
Means of Escape	0-17-412391-4	☐
Spencer Dummore	0-17-412392-2	☐
The Screaming Plant	0-17-412393-0	☐
Into the Future	0-17-412394-8	☐
Means of Escape	0-17-412395-6	☐
Primary and Middle School Catalogue		☐
Secondary English Catalogue		☐
Secondary Remedial Catalogue		☐

Short Stories:
A Time To Fight
Editor: Dennis Pepper
Far Out
Ray Bradbury
Frederick Pohl
Arthur C. Clarke et al
Gangs and Victims
Joan Tate, Evan
Hunter, Shalagh
Delaney et al

History:
A Walk to see the
King
Rory Robinson
Rebecca's Story
Rory Robinson

Romance:
Can I Help You?
Audrey Constant

Westerns:
Stage to Nowhere
William Hirst

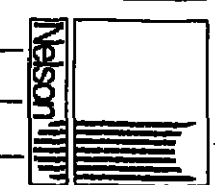
War Stories:
Company K
William March

Crime and Adventure:
Bonesack
Dick Francis
Diamonds High
Roy Babbington
Get Lost
Michael Hardcastle
High Water
E H Edwards
Little Cayuse
Eugene L. Miles

To obtain inspection copies of any of the books above please return the completed form to: The UK Publicity Department, FREEPOST, Thomas Nelson and Sons Ltd, Nelson House, Sunningdale Road, Watlington, Oxford, OX12 4BR. To order books please contact the same address or telephone (0932) 246133.

Name _____
School _____
Address _____

TES 28.6



**HEREFORD AND
WONGCHER**

commence duties in January 1985. The vacancy has arisen through the promotion of the present Deputy Headteacher.

Application forms and further details may be obtained on receipt of a stamped addressed foolscap envelope from the Director of Education, Education Offices, Kingsway, Cardiff CF1 4JG, to whom applications should be returned within 14 days of the appearance of the advertisement.

(1985)

BURY
METROPOLITAN BOROUGH

TEACHING APPOINTMENT
Scale 1, requires
at the Derby High School,
Redcliffe Road,bury SL1
2NH, for 1st September
1984, for Home Economics in
this mixed 11-16 comprehensive school.
Application forms and
further details obtainable
from and returnable to the
School, at the school by
Monday, 9th July, 1984
(06327) 133025

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PUTER STUDIES

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ECONOMICS THROUGHOUT THE
 GENERAL SCIENCE IN UPPER
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SCIENCE - YEARS 1-3

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on Roll)
possible thereafter

US ADDITIONAL SUBJECT

MORE R.C. HIGH (AIDED)
on Roll)

HIGH
(all mixed)

INSTRUCTORS/TEACHERS

SCHOOL

SWIMMING TUITION FOR
OTHER SCHOOLS

**HUMAN BIOLOGY TO C.S.E.
SCIENCE, CHEMISTRY OR
PHYSICS**

**11-16 mixed Comp)
1986
IBILITY OF SCALE 2 FOR**

le (1420 on Roll)

**COMPUTING AN ADVANTAGE
(APPLICANT)
OMBINED SCIENCE TO C.S.E.
SIGN, TECHNOLOGY
RY, COMBINED SCIENCE TO**

(1439)

An Equal Opportunities Employer

Secondary Schools
Forms/further details from/to Headteacher at the school SAE please.

SCALE 3 – ENGLISH THROUGHOUT THE SCHOOL

Dent Street, Colne. (B40 on Roll; mixed 11-16 Comp)
1st September 1984/1st January 1985

FLEETWOOD CARDINAL ALLEN R.C. HIGH (AIDED)
 Matheson Avenue, Fleetwood, 1702 on Baltimore 11, 161

PRESTON ASTON-ON-BIBBLE HIGH

2. SCALE 2 – HEAD OF RELIGIOUS EDUCATION

THREE POSTS:

ADVANTAGE

2. SCALE 2 – HOME ECONOMICS THROUGHOUT THE SCHEDULE

SCHOOL
LANCASTER BIRLEY ST. THOMAS' C.E. SECONDARY

SCALE 1 – GIRLS' PHYSICAL EDUCATION

SCALE 1 – ENGLISH/DRAMA AND ART

TWO POSTS:
1. SCALE 1 – GENERAL SCIENCE – YEARS 1-3
2. SCALE 1 – PHYSICS

PRESTON ASHTON-ON-RIBBLE HIGH
Aldwych Drive, Ashton, Preston. (870 on Roll)
1st September 1984 or as soon as possible thereafter

PRESTON ST. THOMAS MORE R.C. HIGH (AIDED)
St. Vincent's Road, Fulwood. (641 on Roll)

ORMSKIRK CROSS HALL HIGH
Wigan Road, Ormskirk. (1270 on Roll mixed)
01257 411 777/411 778

**BLACKBURN SWIMMING INSTRUCTORS/TEACHERS
BASED AT:
SHARPSWORTH HIGH SCHOOL**

SHADSWORTH HIGH AND OTHER SCHOOLS
 For further details for this post only from/to District Education Officer.

COLNE PARK HIGH
Marshall Avenue, Colne, J1 5DB or Ballsbridge J1-181

AND 'O' LEVEL WITH SCIENCE, CHEMISTRY OR PHYSICS FOR LOWER SCHOOL

COLNE PRIMET HIGH
Dart Street, Colno. (840 on Roll; 11-16 mixed Comp)
1st September 1984/1st January 1985

HASLINGDEN HIGH

1. SCALE 1 - MATHS, COMPUTING AN ADVANTAGE
(SCALE 2 FOR SUITABLE APPLICANT)

4. SCALE 1 – CHEMISTRY, COMBINED SCIENCE TO C.S.E. AND 'O' LEVEL

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Receipt of a stamped
Completed applications

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Application form and further details are available from the Director of Educational Services, 255-259 High Road, Ilford, Essex, IG1 1NN.
Closing date: 9th July 1984

OVERSEAS APPOINTMENTS
continued

BERMUDA

Required an experienced teacher of English. A single person with a graduate diploma familiar with the R.S.M. syllabus. Candidates must be prepared to give a professional reference.

Please apply with resume, addresses and phone numbers to: R.S.M. Music, Box 895, Hamilton, Bermuda. (06555) 460000

SULTANATE OF OMAN
ROYAL OMAN POLICE

English Language Teacher

A vacancy exists with the Royal Oman Police, Muscat, for a Teacher of English as a Foreign Language.

Duties: To teach English to members of the Coast Guard and Airwing Divisions of Royal Oman Police, with some emphasis on Maritime and Aviation terms, including Engineering and Navigation Special English.

Preference will be given to applicants who would also be willing and able to teach some elementary mathematics. Conditions: The initial contract will be for two years with 45 days leave per year. Free family accommodation will be provided. Air passages are paid on appointment, and for one leave period each year for wife and two children under 18 years. Other benefits include a car, free electricity, water and medical treatment.

Salary: Paid in Rials Omani and at present equivalent to PDS. STG. 16,500/ approx. p.a. (less end of contract benefit equal to 25%). There is no income tax.

Qualifications: Candidates must hold a first degree in English or other modern language, a post graduate TEFL qualification and have five years experience in similar teaching post.

Applications: Should be made in writing enclosing a recent photograph with copies of certificates/qualifications and full curriculum vitae to the following address before 1.8.1984.

INSPECTOR GENERAL OF POLICE & CUSTOMS
(Attn: Actg. Assistant I.G. (P))
Royal Oman Police Headquarters,
P.O. Box 2,
Muscat,
SULTANATE OF OMAN

(1574)

FINLAND

OUTOKAMP OY
Vihari Mine
Invites applications from young language graduates for the post of English Teacher. Spanish an advantage but not necessary.

Contract 9 months from September, return fares paid. Please send C.V., telephone number and 3 photos to: Outokamp OY, Vihari Mine, 85440 Laminaari, Finland. Closing date for applications: 30.1.1984. For information Tel: Miss Sheila Reynolds 010 358 53 460000 (17283)

Interviews will be held and contracts written if accepted, between Monday 20th August and Thursday 23rd August, from 9.30 am to 5.00 pm. (16357)

G.C.B. O/A LEVEL Teachers of Chemistry, Maths, English with Micro-Comp. experience for Barrow, Lancashire, Yr. Sept. 1984 to June 1985. Apply: J. Woodford, Estate, Upper Woodford, Salisbury Wilt. Tel: Middle Woodford 311. (16389) 460000

GERMANY
One teacher of FRENCH (prof. native-speaker) for 3 months from 1.8.1984. Good pay, travel, flight plus free accomm.
Apply with c.v. plus photo to: Course Centre fur Wissenschaft und Kultur, c/o Sheridan, Kunkelstrasse 98, 4050 Wuppertal, Germany. (15487) 460000

GREECE

TEACHING POSTS IN GREECE

Duties: To teach English to foreign language students at all levels from beginners to advanced.

Qualifications: Candidates should be graduates, have a Degree either in English (Language and/or Literature) or Linguistics or languages or something appropriate.

Good pay, travelling expenses to Greece, help to find accommodation, good working conditions, rich in the heart of Thessaloniki. And an opportunity to use really modern methods. A one-year renewable contract. Only professionally minded people are invited to apply.

Please send cv to: Mount Royal Hotel, Oxford Street, London, W1A 1AB, between 10 a.m. and 6 p.m. Tel: 01-262 4100. Curriculum vitae and a recent photograph. (Attn: Recruitment for Mr. K. Karagiannis). (16674) 460000

GREECE

EFL Teachers for Greece: Alexander Inst. 67 Astoria, Oregon, U.S.A. Tel: (17230) 460000

GREECE

We seek EFL teachers for our private schools in Greece. Apply to: EFLC, 28 Westfield, London, W1A 1AB. Tel: 01-262 4100. Curriculum vitae and a recent photograph. (Attn: Recruitment for Mr. K. Karagiannis). (16674) 460000

GREECE

2 English native TEACHERS preferred, couples, wanted for 2 small private language schools in London. Salary £10,000 p.a. plus 10% commission. July, 30,000 p.a. a month, no tax.

Send C.V. and recent photos to: Mr. J. Bakayannis, Varadero, Varadero, Greece. (17283) 460000

GREECE

TEACHING IN GREECE: Private language school in Athens (Teaching Greek) seeks graduates English teachers, preferably with TEFL experience. 20th September 1984 to 1st May 1985.

Please send a photo and full cv to: English Frontiers, 10, Upper Woodford, W1A 1AB, London. (17283) 460000

ITALY

ANGLO-ITALIAN ASSOCIATION
Bologna
Qualified and experienced EFL teachers required for September 1984. One year contracts (renewable). British nationals only. London interview.

Applications with c.v., photographs, names of referees and copies of TEFL certificates to: The Co-ordinator of Studies, British Institute, Via Santa Sofia, 10, 40125 Bologna, Italy. (15485) 460000

KENYA

INDEPENDENT SCHOOL
with 250 pupils aged 18 requires teachers for following subjects in September 1984:

Head of Computer Studies
A level Economics

Candidates must be graduates with a teaching qualification and three years experience.

Salary based on qualifications and experience. House provided. Contract for 3 years with free travel.

Please apply with cv to: Mr. J. Bakayannis, Varadero, Varadero, Greece. (17230) 460000

PARIS

BRITISH JUNIOR SCHOOL
Requires for September, 1984, 2 teachers: PE, Teacher of Music.

Apply Headmaster: Martin Honnor, The British Junior School, 10, Chemin du Mur du Parc, 75850 Levallois-Perret, France. Tel: 010 333 959 0041. (13388) 460000

PARIS

THE BRITISH SCHOOL OF PARIS
See Independent, Science, Other Assistants. (11357) 460000

SPAIN

English teacher wanted in Durango, Spain. Knowledge of Spanish an advantage. Details from P.V.M. Language School, 10 Durango, Vizcaya, Spain. Please send C.V. and two recent passport photographs. (15484) 460000

SPAIN

We are a private English Language School in Tarragona, Spain, looking for teachers to join us in October, 1984. The ideal candidate will be 25 to 37 years old, with a TEFL or equivalent qualification. We offer a well equipped school, in good health, no dependants, mature, responsible, hardworking, and enjoy teaching. Minimum contract until June 1985.

Apply with c.v. and colour photo to: Chief Education Officer, County Hall, Cauldwell Street, Bedford, Bedfordshire. Closing date 13th July 1984. (15485) 460000

SPAIN

A short listed group will be invited to attend a full day interview in Reading, Berks, in early August. (06470) 460000

TURKEY

TEACHERS: To teach English in modern private school in Istanbul, Turkey. Cont. 4th and 5th years, Turkish Cultural Attaché at Ankara, Hse., (opp. Harrod's), Broad Street, W1A 1AB. Tel: 01-584 4058 or apply with cv to: Mr. K. Karagiannis, Acemars Ltd, 59 The Parkway, N15 2NR. (16425) 460000

ZIMBABWE

SECONDARY TEACHERS
Teachers of GENERAL SCIENCE, MATHEMATICS, AGRICULTURE/RURAL SCIENCE, BUILDING, METALWORK are needed to join secondary schools in rural Zimbabwe.

CIIR is looking for experienced teachers who can help develop curriculum and teaching materials for secondary education that is relevant for Zimbabwean students. Applicants should be graduates, with or without a teaching qualification, in a teaching subject. If they should have a full City and Guilds training.

CIIR contracts are for two years to Britain, a salary and grants suitable for living with dependants, insurance, and a pre-departure briefing course.

For an application form and details of these and other posts, please send a cv to: CIIR, Overseas Dept, 10, Colman Field, London W1A 1AB. Tel: 01-262 4100. (16465) 460000

AUSTRALIAN EXCHANGE: British and Australian students interested in 1 year exchange. Residential work with teaching Christian Education. Following school workshop program.

Apply to: Mr. J. Bakayannis, Varadero, Varadero, Greece. (17230) 460000

ENGLISH (TEFL) Lehrer(in) mit guten Deutschkenntnissen und Interesse an der deutschen Sprache. Bewerberinnen mit 1. Ausbildung in Englisch. Bewerbungen an: Frau J. Bakayannis, Varadero, Varadero, Greece. (17230) 460000

Administration
Local Education
Authority

BEDFORDSHIRE

EDUCATION SERVICE
COUNCIL STAFF TEACHER
Schools Development Officer
Required for September 1984. To complete the team of four Schools Development Officers based at: Rushmore, Bedfordshire. The successful applicant will be responsible for the development of learning materials with the potential for county-wide dissemination.

Essential car user allowance is available, together with assisted car purchase scheme.

Application forms and further particulars available from the Chief Education Officer, County Hall, Cauldwell Street, Bedford, Bedfordshire. Closing date 13th July 1984. (15485) 460000

BUCKINGHAMSHIRE

EDUCATION DEPARTMENT
ADVISORY TEACHER
MODERN LANGUAGES - BURNHAM SCALE III

This post is for one year, from September 1984. The ideal candidate will be 25 to 37 years old, with a TEFL or equivalent qualification. We offer a well equipped school, in good health, no dependants, mature, responsible, hardworking, and enjoy teaching. Minimum contract until June 1985.

Apply with c.v. and colour photo to: Chief Education Officer, County Hall, Cauldwell Street, Bedford, Bedfordshire. Closing date 13th July 1984. (15485) 460000

Further particulars and application forms available from the Chief Education Officer (Ref. 15485), County Hall, Aylesbury, Bucks. Tel: 01295 2400. Closing date 13th July 1984. (15485) 460000

TURKEY

TEACHERS: To teach English in modern private school in Istanbul, Turkey. Cont. 4th and 5th years, Turkish Cultural Attaché at Ankara, Hse., (opp. Harrod's), Broad Street, W1A 1AB. Tel: 01-584 4058 or apply with cv to: Mr. K. Karagiannis, Acemars Ltd, 59 The Parkway, N15 2NR. (16425) 460000

Education Department

PROFESSIONAL ASSISTANT

Post E66

Salary M1 - £10,242-£11,052 per annum

A vacancy has arisen in the Schools Division for a Professional Assistant. The post-holder will commence on 1st September 1984, or as soon as possible after that date.

The post-holder will have the opportunity to gain experience across a wide range of activities throughout the Education Department.

This post offers an excellent opportunity for a teacher with experience at a senior level to enter education management. Applicants must be good honours graduates with successful teaching experience who are able preferably to demonstrate proficiency in an administrative or management role.

Generous assistance with removal expenses is available. Application forms and further details (for which a stamped addressed envelope is required) from the County Education Officer, Grimwade Street, Ipswich IP4 1LJ. Closing date: 10th July 1984.

Suffolk County Council

ASSISTANT EDUCATION OFFICER (CATERING)
£13,725 - £14,709

The successful applicant will be required to organise and control the Authority's Education Catering Service, including welfare meals as part of the Social Services provision. Candidates should be appropriately qualified in dietetics and all aspects of Catering and Cookery and have had substantial experience in large scale catering operations by traditional methods and by the use of convenience foods.

Home moving allowances up to £1,250 and temporary lodging allowances are payable in appropriate cases.

APPLICATION FORMS RETURNABLE BY 13TH JULY 1984 AND FURTHER PARTICULARS MAY BE OBTAINED FROM THE DIRECTOR OF PERSONNEL AND MANAGEMENT SERVICES, PO BOX 88, MUNICIPAL BUILDING, DALE STREET, LIVERPOOL L69 2DH. (TEL: 061-227 3511, EXT 708).

The Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status, or disability.

Liverpool

ASSISTANT EDUCATION OFFICER (CATERING)
£13,725 - £14,709

The successful applicant will be required to organise and control the Authority's Education Catering Service, including welfare meals as part of the Social Services provision. Candidates should be appropriately qualified in dietetics and all aspects of Catering and Cookery and have had substantial experience in large scale catering operations by traditional methods and by the use of convenience foods.

Home moving allowances up to £1,250 and temporary lodging allowances are payable in appropriate cases.

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The Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status, or disability.

BURY

METROPOLITAN BOROUGH OF BURY
EDUCATION DEPARTMENT
OFFICE OF THE ADMINISTRATIVE OFFICER

Post of Administrative Officer Range (SC) 38-41 £10,052-£13,200. The above post becomes vacant from 1st August 1984.

The position is the senior administrative post within the Education Department and will be a member of the senior management team, who will be expected to have appropriate qualifications together with substantial experience in a senior level in further education.

Applicants should be graduates, with or without a teaching qualification, in a teaching subject. If they should have a full City and Guilds training.

Application forms and further particulars available from the Chief Education Officer, County Hall, Cauldwell Street, Bedford, Bedfordshire. Closing date 13th July 1984. (15485) 460000

Further particulars and application forms available from the Chief Education Officer (Ref. 15485), County Hall, Aylesbury, Bucks. Tel: 01295 2400. Closing date 13th July 1984. (15485) 460000

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ADMINISTRATION L.E.A.

continued

HAVERING

LONDON BOROUGH OF HAVERING
EDUCATION/CAREERS DEPARTMENT
SPECIALIST ADVISER (PHYSICAL EDUCATION)

Salary Scale: £9,050 - £9,650. The above post becomes vacant from 1st August 1984.

The position is the senior administrative post within the Education Department and will be a member of the senior management team, who will be expected to have appropriate qualifications together with substantial experience in a senior level in further education.

Applicants should be graduates, with or without a teaching qualification, in a teaching subject. If they should have a full City and Guilds training.

Application forms and further particulars available from the Chief Education Officer, County Hall, Cauldwell Street, Bedford, Bedfordshire. Closing date 13th July 1984. (15485) 460000

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